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ABSTRACT

In 1990-91, the educational histories of incarcerated juveniles in Illinois were analyzed to assess the value of educational intervention strategies prior to incarceration. Following open-ended interviews with public officials, structured interviews were held with 200 juvenile offenders, of whom 50 were female, from all parts of the state. The surveys revealed that 71% of the respondents were from broken homes. While they were in elementary school, 79% were cared for by neighbors during their mothers' absence, and 51% were latchkey children by sixth grade. A third had attended four to six schools before dropping out, and 40% had conduct problems prior to fourth grade. Most respondents (80%) indicated that their parents were concerned about their progress in school. Almost all indicated that they liked going to school, although that liking decreased as the student progressed through the grades. Over time, there was a decline in the number of teachers going out of their way to help these children. About three-fourths of those suspended in junior high school believed they would graduate from high school, but only one-third thought they would graduate from college. As most of these delinquents and their families have a high regard for education, academic assistance and personal counseling while still in the educational setting could reduce juvenile delinquency rates. Appendixes include a copy of the research instrument and a review of the literature. (JSP)

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February 1992

Preliminary Report to
Illinois General Assembly

Sponsored by

Illinois Secretary of State
George H. Ryan

and

Illinois Board of Higher Education

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Time to Learn

A Study of the Educational Histories of Incarcerated Juveniles

by
Charles Kyle, Ph.D.
Erica Sufritz, Ph.D., Bilal Abdullah, M.A.
Susan J. Bauer, Fred Locasha, Tim Dougherty

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Acknowledgments

A review of the literature regarding the educational histories of incarcerated juveniles will quickly indicate a paucity of research. One will see that even a modest pilot study involving only 200 interviews is rarely accomplished. It is apparent to us now why this is so. In order to accomplish even a modest study of this nature, there was a need for considerable cooperation and involvement of many, many people including some of the most prominent people in government. We are extremely grateful to them for having provided this help.

Without the concern and sponsorship of Illinois Secretary of State George H. Ryan, we never would have been able to resolve the issues related to access. Secretary Ryan has been a friend to troubled youth for many years and his involvement in this project is deeply appreciated. We also a thank his friends Peter Nolan and Michael Houlihan for their help.

The people most responsible for securing the funding for this project were former State Representative Woods Bowman, who is now Chief Financial Officer, Office of the Cook County President; Speaker of the House Michael Madigan and Illinois Senate President Philip Rock, as well as Senators Penny Severns and Jerome Joyce, and former Circuit Court Judge Robert Egan.

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the Cook County Board, and his assistant William Burns; Chief Justice Harry Comeford, Circuit Court of Cook County; the Honorable Arthur Hamilton, former Presiding Judge of the Juvenile Division of Cook County Circuit Court; Patrick Murphy, Cook County Public Guardian and Leanne Lowder, Deputy Public Guardian; Randolf Stone, Cook County Public Defender; Rita Fry, First Assistant Cook County Public Defender; Xavier Velasco, Chief Cook County Public Defender, Juvenile Division, and Alvin Hill from that office; Dr. Patricia Kubistall, Principal of the Detention Center School; Thomas Jones, Director of Court Services; Lynne Kawamoto, former supervisor of Juvenile Division, Office of Cook County States Attorney; Michael Mahoney, Executive Director, John Howard Association; Thomas Nolan, Legislative Liaison, John Howard Association; Dr. Leonard Hohbein, Assistant to the Director of Court Services, Cook County Juvenile Court; Carol Zientek, Advocate for the Court to the Schools; James Jordan, Superintendent of Cook County Youth Detention Center, and his assistant Fred Davis; Reverend Lawrence Craig, Executive Director, Kolbe House Catholic Prison Ministry; Illuminada Martinez Roman, Victim Witness Program of the Cook County States Attorney; Dr. Don Moore, Executive Director of Designs for Change; Mary Dempsey, attorney from Sidley and Austin; and, Joe Monday and Joe Rosen, lifelong advocates for delinquent young people.

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Executive Summary

== Almost all delinquents interviewed, regardless of sex or race, had a high level of respect for education and had an openness to schooling.

== School based interventions can reduce juvenile delinquency rates.

== Parents of delinquents were supportive of schools.

== Many delinquents described themselves as having common learning problems.

== Many delinquents suffered from symptoms of illiteracy.

== Local school based resources to combat truancy and learning problems can help reduce the delinquency rate and save state money.

== Increased educational resources at the detention centers can reduce recidivism among delinquents and save state money.

== Alternative education for delinquents at community based sites can be attempted as a form of correction for some delinquents. This model for corrections can compliment detention.

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Description of the Research Design

This study was requested by the Illinois General Assembly in the summer of 1989. In October of 1989, the Illinois Board of Higher Education awarded a grant to Reverend John Richardson, C.M., President of DePaul University, "for the specific purpose of administering a study of the educational histories of incarcerated juveniles to determine intervention strategies." Father Richardson asked Dr. Charles Kyle, who was then a DePaul faculty member and is currently Assistant to the President of Triton College, to be principal investigator for the study. Dr. Felix Padilla from DePaul University served as co-principal investigator for part of the study and the Center for Latino Research at DePaul University had an active role in the early stages of the research project. Dr. Erica Sufritz, Loyola University, served as Project Director.

The purpose of the study was to develop data which will indicate the cost effectiveness of funding educational interventions for young people while they are still in the ordinary school environment rather than having to pay for the high cost of incarceration.

A review of the literature led to the formulation of a questionnaire which was piloted with twenty (20) male and twenty (20) female residents of an Illinois Youth Detention Center. the questionnaire was improved and revised after the piloting and a copy of the instrument used can be found in Appendix A. The researchers originally had the questionnaire translated into

Spanish but there were very few Hispanics in the Youth Detention Center and those who were part of the final sample all spoke English so the instrument was never used in Spanish.

Numerous open ended interviews were held with public sector officials prior to the structured interviewing of incarcerated juveniles. The caliber of professionals that we worked with in the Youth Division of the Illinois Department of Corrections was very impressive and could best be described as outstanding individuals. Each was imbued with the goals and philosophy of Jane Adams and it is hoped that the state make every effort to keep these people in a position to develop and influence policy in the area of troubled youth.

In the winter of 1991, two hundred (200) interviews were conducted by Dr. Charles Kyle, Bilal Abdullah, Fred LoCasha, Susan Bauer, and Tim Dougherty using the research instrument found in Appendix A. Fifty (50) of the delinquents interviewed were female.

We had originally hoped to interview one hundred (100) males and one hundred (100) females, but there were only approximately eighty (80) incarcerated females in Illinois Youth Detention Centers in total. Therefore, by interviewing twenty (20) females for the pilot study and interviewing fifty (50) females using the final questionnaire, the entire universe of incarcerated female juveniles was nearly exhausted. Due to the limited number of incarcerated female juveniles, the remainder of the sample consisted of a random sample of one hundred and fifty (150)

males. Thus, the total number of respondents was two hundred (200).

We were concerned that the sample include detainees who originally came from households which were located in all parts of the state. This concern was easily satisfied with the female respondents since this group included nearly the entire universe of incarcerated female juveniles in the state.

We chose our sample of male respondents from juveniles passing through the Reception Center of the Youth Division of the Illinois Department of Correction (IDOC). This is a central location where each juvenile is first brought for a few days before being assigned to one of the detention centers throughout the state. The advantage of sampling from this group is that it gave us a group that included detainees from all parts of the state and who were convicted of every range of crime from the least serious to the most gravely serious.

We were not allowed to see any archival records concerning the respondents. We had no knowledge of their name, crime, or academic record. The research instrument was both qualitative and quantitative in design and was limited in content to information relating to school experiences prior to incarceration.

We are very grateful to the administrators from the Illinois Department of Corrections for their professionalism and cooperation throughout the study.

Chapter One

Profile of Juvenile Delinquents Interviewed

As seen in Table 1.1 below, three-fourths (75%, n=150) of the respondents interviewed were males and one-fourth (25%, n-50) were females. Sixteen percent (16%) of the male respondents were fifteen (15) years of age or younger while only eight percent (8%) of the female respondents were fifteen (15) years of age or younger. About two-thirds (64%) of the male respondents were either sixteen (16) or seventeen (17) years of age while about half (46%) of the female respondents were sixteen or seventeen years of age. Nearly one-fourth (24%) of the female respondents were eighteen years of age or older while less than one-fifth (17%) of the male respondents were eighteen (18) years of age or older.

Table 1.1

Age of Respondents by Gender and Ethnicity

Sex/Ethnicity — Age

	Younger than 16	16 or 17 Years Old	Older than 17	No Answer
Male	16.0%	64.0%	17.3%	3.0%
(150)	(24)	(96)	(26)	(5)
Female	8.0%	48.0%	44.0%	-
(50)	(4)	(24)	(22)	(0)
White	14.1%	60.0%	24.7%	1.1%
(85)	(12)	(51)	(21)	(1)
Non-white	13.9%	59.1%	23.5%	3.5%
(115)	(16)	(68)	(27)	(4)
All-100%	14.0%	59.5%	24.0%	2.5%
(200)	(28)	(119)	(48)	(5)

Please remember that we were not able to choose a random sample of the entire juvenile delinquent population but merely allowed to to a get a random sample of male respondents going through the Reception Center and while we were also allowed to interview almost all the female juveniles incarcerated in state facilities at the particular time were we were interviewing.

With these parameters in mind, there were more female juveniles eighteen (18) or older than male juveniles who were older. We did inquire about the fact that there seemed be a number of older female juveniles. A possible explanation given was that the superintendent sometimes chooses to let a girl finish the expected term of a sentence in the juvenile facility rather than allow her to be tranfered to an adult facility where the same girl who has made progress in the youth detention center might later be hardened and destroyed during the time spent with an adult criminal population. There does not seem to be that same reticence about tranfering young males to the adult institutions nor is there a reticence in the courts about trying male juveniles as adults for certain violent crimes.

The ethnicity of the respondents is given in Table 1.2 below. Only twenty three respondents (11.5%) identified themselves as being of a racial or ethnic group other than white or African American. Only fifteen of those interviewed were Hispanic and each of them spoke English while most of them also spoke Spanish at home. Throughout this report, results are reported by race (white or non-white) and for the total population. The reason this is done is because there has been a great deal

written about the hopelessness of resolving the problems of young people who are part of the urban under-class. This phrase often refers to minorities in urban centers. Since our sample was state wide in nature, and since the response patterns were so uniform regardless of race or area of the state that the youths came from, we considered it important to allow the reader to note this uniformity of response. Almost half of the sample is white (42.5%) while more than half of the sample (57.5%) consists of non-white respondents.

Table 1.2

Respondents by Ethnicity

White	42.5% (85)
African American	46.0% (92)
Hispanic	7.5% (15)
Native American	1.0% (2)
Italian	1.0% (2)
Other	2.0% (4)
All	100% (200)

As seen in Table 1.3 below, more than half of the male respondents (60%) and nearly half of the female respondents (46%) reported that they were being detained at an Illinois Youth Center for the first time. Another way to look at this is that more than half of the females interviewed (54%) had already been incarcerated at least once previously and almost half of the males interviewed (40%) had already been incarcerated before.

Table 1.3

Respondence by Gender to Question:

Is this your first time in an Illinois Youth Center?

Gender Response

	Yes	No
Male	60.0%	40.0%
(150)	(90)	(60)
Female	46.0%	54.0%
(50)	(23)	(27)
All	56.5%	43.5%
N=200	(113)	(87)

In Table 1.4 below, we see that nearly three fourths (72%) of the white respondents had lived in more than one city while only approximately half of the non-white respondents (47%) reported that they had lived in more than one city in their lives.

Table 1.4

Response to Question:

Have you lived in any other city?

	Yes	No	No Ans.
White	72.0%	26.0%	2.0%
(85)	(61)	(22)	(2)
Non-white	47.0%	50.0%	3.5%
(115)	(54)	(57)	(4)
All-100%	57.7%	39.5%	3.0%
(200)	(115)	(79)	(6)

As seen in Table 1.5, more than two thirds (71%) of all respondents had only one parent living at home.

Table 1.5

Response to Question:

Do both parents live at home?

	Yes	No	No Ans.
White	32.9%	67.1%	-
(85)	(28)	(57)	(0)
Non-white	26.0%	73.9%	-
(115)	(30)	(85)	(0)
All-100%	29.0%	71.0%	-
(200)	(58)	(142)	(0)

In Table 1.6 below, we see that almost half of the respondents (44.5%) indicated that their mother had graduated from high school or received a GED. There was a great deal of similarity in the educational backgrounds of the mothers among all groups.

Table 1.6

Response to the Question:

What was the highest level of education attained by your mother?

Education — Ethnicity

	All	White	Non-white
Not H.S. Graduate	16.5%	21.0%	13.0%
	(33)	(18)	(15)
H.S. Grad. or GED	44.5%	43.0%	45.0%
	(89)	(37)	(52)
Some College	12.5%	3.0%	19.0%
	(25)	(3)	(22)
College Graduate	9.5%	12.0%	8.0%
	(19)	(10)	(9)
Graduate School	2.5%	2.0%	3.0%
	(5)	(2)	(3)
No Answer	14.5%	18.0%	12.0%
	(29)	(15)	(14)
Total	100%	99%	100%
	(200)	(85)	(115)

In Table 1.7 below, we see that about one third of the respondents (33%) indicated that their father had graduated from high school or received a GED. There was a great deal of similarity in the educational backgrounds of the fathers among all the groups. Unlike the responses given concerning their mothers education where only a small number of respondents gave no answer (14.5%, n=29) to that question, A large number of respondents (40%, n=81) gave no answer to the question regarding their father's educational background. This lack of knowledge concerning the father's educational background could be indicative of the absence of a father in the household.

Table 1.7

Response to the Question:

What was the highest level of education attained by your father?

Education — Ethnicity

	All	White	Non-white
Not H.S. Graduate	13.0%	18.0%	10.0%
	(26)	(15)	(11)
H.S. Grad. or GED	33.0%	31.0%	35.0%
	(66)	(26)	(40)
Some College	5.0%	3.0%	7.0%
	(11)	(3)	(8)
College Graduate	6.0%	9.0%	3.0%
	(12)	(8)	(4)
Graduate School	2.0%	2.0%	2.0%
	(4)	(2)	(2)
No Answer	40.0%	36.0%	43.0%
	(81)	(31)	(50)
Total	99%	99%	100%
	(200)	(85)	(115)

In sum, a profile of the young people whom we interviewed while they were incarcerated at an Illinois Youth Center might be the following:

= The respondents were predominantly male (75%)

= The respondents were almost evenly divided between whites (42%) and non-whites (58%)

= The respondents originally came from households located throughout all parts of the state

= The female respondents were more likely to be serving a second sentence in the detention center than the males.

= The whites respondents were more likely to have lived in more than one city while most of the non-whites had lived most of heir lives in the same neighborhoods

= Nearly three fourths of the youths came from single parent households and most of their parents had not been educated beyond a high school diploma or GED.

Chapter Two

Delinquents, their Parents, and the Three R's

Parental involvement in schooling is considered a crucial ingredient for academic success. We saw in Table 1.5 that only twenty nine percent (29%) of the respondents had both parents living at home. One might expect that there would be little parental involvement in schooling in these one parent households. Yet in Tables 2.1, 2.2, and 2.3, we see that there was a very high level of parental involvement in these young peoples' schooling.

In Table 2.1 below, we see that almost all the non-white respondents indicated that their parent(s) had participated in Parent Teach conferences. We also see that nearly three fourths (72%) of white youths reported that their parent(s) attended Parent-Teacher conferences. Overall, an overwhelming seventy-nine percent (79%) of all respondents indicated that their parent(s) participated in Parent teacher conferences.

Table 2.1

Response to Question:

Did your parent(s) participate in Parent - Teacher conferences?

	Yes	No	No Ans.
White	72.0%	28.0%	-
(85)	(61)	(24)	(0)
Non-white	85.0%	14.0%	1.0%
(115)	(98)	(16)	(1)
All-100%	79.0%	20.0%	1.0%
(200)	(159)	(40)	(1)

When the young people were asked if their parent(s) picked up their report card, another overwhelming seventy-nine percent (79%) of all respondents indicated that their parent(s) picked up their report card. Again, the percentage was higher for non-whites who reported that eighty-four percent of their parent picked up their report card. These results can be seen in Table 2.2 below.

Table 2.2

Response to Question:

Did your parent(s) pick up your report card?

Ethnicity Response

	Yes	No
White	73.0%	27.0%
(85)	(62)	(23)
Non-white	84.0%	16.0%
(115)	(97)	(18)
All-100%	79.0%	20.0%
(200)	(159)	(41)

While it was important to know that so many of their parents were involved in important events related to their schooling, it was also important to determine whether their parents actually encouraged them concerning schooling in the home. Table 2.3 below indicates that again a very high percentage (80%) of the parents discussed the youths' school performance with them at home. There was a higher percentage of non-white parents (84%) who discussed these young people's school performance with them than the percentage of white parents who did this (74%) but amazingly both percentages were very high and indicated a great deal of parental concern for these young peoples' schooling.

Table 2.3

Response to Question:

Did your parents have discussions at home concerning your school performance?

Ethnicity Response

	Yes	No	No Ans.
White	74.0%	25.0%	1.0%
(85)	(63)	(21)	(1)
Non-white	84.0%	15.0%	-
(115)	(97)	(17)	(0)
All-100%	80.0%	19.0%	1.0%
(200)	(160)	(38)	(1)

If there is a strong positive correlation to better schooling and a decline in delinquency, it is important to know what type of classes the young person is placed in. In Tables 2.4, 2.5, and 2.6 below, respondents indicate the kind of classes that they took. In Table 2.4, we see that more than two-thirds of the respondents (71%) took either regular classes or honors classes in the first, second, and third grades. Only about three percent (3%) were in special education classes.

Table 2.4

Response to Question:

While you were in the first, second, or third grades, did you take classes with kids in any of the following areas?

	Special	Regular	Honors	ESL	GED	No Ans.
White	3.5%	64.7%	8.2%	5.9%	8.2%	9.4%
(85)	(3)	(55)	(7)	(5)	(7)	(8)
Non-white	3.5%	61.7%	7.8%	10.4%	12.2%	4.3%
(115)	(4)	(71)	(9)	(12)	(14)	(5)
All-100%	3.5%	63.0%	8.0%	8.5%	10.5%	6.5%
(200)	(7)	(126)	(16)	(17)	(21)	(13)

In Table 2.5, we see that again more than two-thirds (72%) of the respondents took regular classes or honors classes in the fourth fifth, and sixth grades. Only about three percent (3%) were in special education classes.

Table 2.5

Response to Question:

In the fourth, fifth, or sixth grades,

did you take classes with kids in any of the following areas?

	Special	Regular	Honors	ESL	GED	No Ans.
White	4.7%	65.9%	4.7%	9.4%	11.8%	3.5%
(85)	(4)	(56)	(4)	(8)	(10)	(3)
Non-white	2.6%	61.7%	11.3%	8.7%	13.0%	2.6%
(115)	(3)	(71)	(13)	(10)	(15)	(3)
All-100%	3.5%	63.5%	8.5%	9.0%	12.5%	3.0%
(200)	(7)	(127)	(17)	(18)	(25)	(6)

Again, in Table 2.6, we see that more than two-thirds of the respondents (68%) took either regular classes or honors classes in the junior high school. Only three percent (3%) were in special education classes.

Table 2.6

Response to Question:

In junior high school, did you take classes with kids in any of the following areas?

	Special	Regular	Honors	ESL	GED	No Ans.
White	2.4%	63.5%	5.9%	3.5%	16.5%	8.2%
(85)	(2)	(54)	(5)	(3)	(14)	(7)
Non-white	3.5%	56.5%	10.4%	7.8%	15.7%	6.1%
(115)	(4)	(65)	(12)	(9)	(18)	(7)
All-100%	3.0%	59.5%	8.5%	6.0%	16.0%	7.0%
(200)	(6)	(119)	(17)	(12)	(32)	(14)

Numerous studies about youth at risk of dropping out of school have indicated that retaining students has a negative effect on educational outcome and almost always insures their dropping out at the high school level. In Tables 2.7., 2.8, and 2.9, we see that many of the detained juveniles were retained at some time in their schooling. In Table 2.7 below, we see that nearly one third (29%) of the white respondents had been retained in the first, second, or third grades, while one fourth of all respondents had been retained in the first, second, or third grades.

Table 2.7

Response to Question:

Did you repeat the first, second or third grades?

Ethnicity Response

	Yes	No	No Ans.
White	29.4%	69.4%	1.2%
(85)	(25)	(59)	(1)
Non-white	20.0%	80.0%	
(115)	(23)	(92)	
All-100%	24.0%	75.5%	.5%
(200)	(48)	(151)	(1)

In Table 2.8 below, we see that about one fifth (19%) of all respondents had been retained in the fourth, fifth, or sixth grades.

Table 2.8

Response to Question:

Did you repeat the fourth, fifth or sixth grades?

Ethnicity Response

	Yes	No
White	15.3%	84.7%
(85)	(13)	(72)
Non-white	21.7%	78.3%
(115)	(25)	(90)
All-100%	19.0%	81.0%
(200)	(38)	(162)

In Table 2.9 below, we see that about one fifth (21%) of all respondents had been retained in junior high school (seventh or eighth grades).

Table 2.9

Response to Question:

Did you ever repeat the seventh or eighth grades?

Ethnicity Response

	Yes	No	No Ans.
White	18.8%	78.8%	2.4%
(85)	(16)	(67)	(2)
Non-white	22.6%	74.8%	2.6%
(115)	(26)	(86)	(3)
All-100%	21.0%	76.5%	2.5%
(200)	(42)	(153)	(5)

Studies have shown that some young people actually drop out of school before graduating from eighth grade. In Table 2.10 below, we see that nearly one third (29%) of the respondents indicated that they had not graduated from eighth grade.

Table 2.10

Response to Question:

Did you graduate from eighth grade?

Ethnicity Response

	Yes	No	No Ans.
White	64.7%	30.6%	4.7%
(85)	(55)	(26)	(4)
Non-white	68.7%	27.0%	4.3%
(115)	(79)	(31)	(5)
All-100%	67.0%	28.5%	4.5%
(200)	(134)	(57)	(9)

The critical importance for later educational success of learning to read well in the primary grades has been documented in many studies. In Table 2.11 below, we see that approximately half (51%) of the respondents indicated that they received good grades in reading in the first, second, and third grades. About ten percent (10%) indicated that they got poor grades in reading while rest said that their grades in reading were fair.

Table 2.11

Response to Question:

In the first, second and third grades, you began learning to read and do arithmetic problems, and you started getting grades for your work. What were your grades like in reading?

	Poor	Fair	Good	No Ans.
White	11.8%	38.8%	49.4%	
(85)	(10)	(33)	(42)	
Non-white	9.6%	35.7%	53.0%	1.7%
(115)	(11)	(41)	(61)	(2)
All-100%	10.5%	37.0%	51.5%	1.0%
(200)	(21)	(74)	(103)	(2)

Spelling is a critical element in learning to read and write well. Spelling learned in the first, second, and third grades forms the foundation for further learning and job skill development. In Table 2.12 below, we see that approximately half the respondents indicated that they got good marks in spelling in the first, second, and third grades while approximately fifteen percent (15%) of the respondents indicated that they got poor marks in spelling in the first, second, and third grades. More non-whites got good marks (57%) than whites (46%) and more whites (21%) reported getting poor marks than non-whites (10%).

Table 2.12

Response to Question:

In the first, second and third grades, you began learning to read and do arithmetic problems, and you started getting grades for your work. What were your grades like in spelling?

	Poor	Fair	Good	No Ans.
White	21.2%	32.9%	45.9%	
(85)	(18)	(28)	(39)	
Non-white	10.4%	31.3%	57.4%	.9%
(115)	(12)	(36)	(66)	(1)
All-100%	15.0%	32.0%	52.5%	.5%
(200)	(30)	(64)	(105)	(1)

While getting a good start in learning mathematics may not be as critical as getting a good start in reading, the mathematics learned in the first, second, and third grades forms the understanding which provides the foundation for learning mathematics and science. In Table 2.13 below, we see that half the respondents (50%) indicated that they got good marks in mathematics in the first, second, and third grades while approximately seventeen percent (17%) of the respondents indicated that they got poor marks in mathematics in the first, second, and third grades. More whites (55%) reported getting good marks than non-whites (46%) and more non-whites (19%) reported getting poor marks than whites (15%).

Table 2.13

Response to Question:

In the first, second and third grades, you began learning to read and do arithmetic problems, and you started getting grades for your work. What were your grades like in mathematics?

	Poor	Fair	Good	No Ans.
White	15.3%	29.4%	55.3%	
(85)	(13)	(25)	(47)	
Non-white	19.1%	33.9%	46.1%	.9%
(115)	(22)	(39)	(53)	(1)
All-100%	17.5%	32.0%	50.0%	.5%
(200)	(35)	(64)	(100)	(1)

In the primary grades, student conduct was an important lesson to learn because the child's demeanor and conduct set the stage for the young child's meaningful participation in the learning process. For this reason, children were graded on their conduct or, as some called it, citizenship skills. This grade had a special importance to the respondents as only one respondent did not remember his grade in this area. In Table 2.14 below, we see that only a little more than a third (37%) of the respondents reported getting good grades in conduct in the first, second, and third grades and more than one fifth (22%) of the respondents reported getting poor grades in conduct.

Table 2.14

Response to Question:

In the first, second and third grades, you began learning to read and do arithmetic problems, and you started getting grades for your work. What were your grades like in conduct/citizenship?

	Poor	Fair	Good	No Ans.
White	23.5%	37.6%	38.8%	
(85)	(20)	(32)	(33)	
Non-white	21.7%	41.7%	35.7%	.9%
(115)	(25)	(48)	(41)	(1)
All-100%	22.5%	40.0%	37.0%	.5%
(200)	(45)	(80)	(74)	(1)

English composition skills are essential to job success. In Table 2.15 below, we see that only less than one third of the respondents reported getting good grades in English composition in the fourth, fifth, and sixth grades. Nearly one-fourth of the white (23%) and about one tenth (11%) of the non-white respondents indicated that they received poor grades in English composition in the fourth, fifth, and sixth grades.

Table 2.15

In the fourth, fifth and sixth grades, you began taking classes in music, art and gym; and you started to go to more than one room for your classes. What were your grades like in <u>English composition</u>?

	Poor	Fair	Good
White	23.5%	50.6%	25.9%
(85)	(20)	(43)	(22)
Non-white	11.3%	54.8%	33.9%
(115)	(13)	(63)	(39)
All-100%	16.5%	53.0%	30.5%
(200)	(33)	(106)	(61)

In Table 2.16 below, we see that about two fifths (39%) of the respondents reported receiving poor marks in mathematics in fourth, fifth, and sixth grades. This is ten percent (10%) fewer respondents than the fifty percent (50%) of respondents who reported they received good marks in mathematics in the first, second, and third grades as seen in Table 2.13.

Table 2.16

In the fourth, fifth and sixth grades, you began taking classes in music, art and gym; and you started to go to more than one room for your classes. What were your grades like in <u>mathematics?</u>

	Poor	Fair	Good
White	20.0%	30.6%	49.4%
(85)	(17)	(26)	(42)
Non-white	22.6%	45.2%	32.2%
(115)	(26)	(52)	(37)
All-100%	21.5%	39.0%	39.5%
(200)	(43)	(78)	(79)

In Table 2.17, we see that only approximately one third (30%) of the respondents reported receiving good grades in English in junior high school while about one fifth (19%) reported receiving poor grades in English in junior high school. Nearly one fourth (19%) of the white respondents indicated they received poor marks in English in junior high school.

Table 2.17

Response to Question:

In junior high school, you regularly moved into different classes for different subjects. What were your grades like in English?

	Poor	Fair	Good	No Ans.
White	24.7%	47.1%	24.7%	3.5%
(85)	(21)	(40)	(21)	(3)
Non-white	14.8%	49.6%	33.9%	1.7%
(115)	(17)	(57)	(39)	(2)
All-100%	19.0%	48.5%	30.0%	2.5%
(200)	(38)	(97)	(60)	(5)

In Table 2.18, we see that more than a one third (37%) of the respondents reported getting good grades in mathematics in junior high school. About one fifth (20%) of the respondents reported getting poor grades in mathematics in junior high school.

Table 2.18

Response to Question:

In junior high school, you regularly moved into different classes for different subjects. What were your grades like in mathematics?

	Poor	Fair	Good	No Ans.
White	22.4%	34.1%	41.2%	2.4%
(85)	(19)	(29)	(35)	(2)
Non-white	18.3%	46.1%	33.9%	1.7%
(115)	(21)	(53)	(39)	(2)
All-100%	20.0%	41.0%	37.0%	2.0%
(200)	(40)	(82)	(74)	(4)

In conclusion, we see that the vast majority of juvenile delinquents who were interviewed had not previously tested into special education classrooms while in school. Most attended regular classes at their local schools.

In the primary grades about half of the respondents began having problems getting good marks in the basic subjects. As time went on, only about one third of them were able to achieve good marks.

Nearly two thirds of the respondents exhibited some kind of conduct problem in the early grades.

Based upon these indicators, one would assume that many of these youths were identified at their local schools as having some type of achievement problem and were offered tutoring, summer school, or some counseling help in order to maximize their chances of succeeding.

In the next chapter, we will examine what kind of educational interventions were attempted at the school site.

Chapter Three

Good Times and Bad Times in School

There is much written about the importance of self esteem in the educational process. In Table 3.1 below we see that almost half of the white juveniles interviewed (45%) and about two thirds (67%) of the non-white juveniles interviewed reported that a teacher went out of his/her way in the primary grades to help them.

Table 3.1

Response to Question:

In the first, second or third grade, did any teacher ever go out of his/her way to help you?

Ethnicity Response

	Yes	No	No Ans.
White	44.7%	51.8%	3.5%
(85)	(38)	(44)	(3)
Non-white	67%	29.6%	3.5%
(115)	(77)	(34)	(4)
All-100%	57.5%	39.0%	3.5%
(200)	(115)	(78)	(7)

Some writers suggest that the reason some students have trouble with the criminal justice system is because they have had abusive experiences in their early school years. In Table 3.2, we see that about one third (33%) of all respondents indicated that they had been humiliated by a teacher in front of a class.

Table 3.2

Response to Question:

Did a teacher ever humiliate you in front of a class in the first, second, or third grades?

Ethnicity Response

	Yes	No	No Ans.
White	36.5%	61.2%	2.4%
(85)	(31)	(52)	(2)
Non-white	30.4%	67.8%	1.7%
(115)	(35)	(78)	(2)
All-100%	33.0%	65.0%	2.0%
(200)	(66)	(130)	(4)

Yet, in spite of the fact that many of the respondents did not feel that they had been made to feel special in the primary grades (See Table 3.1) and some even claim that they had been humiliated in front of class (See Table 3.2), we see in Table 3.3 that almost all respondents (89%) liked going to school in the primary grades.

Table 3.3

Response to Question:

Overall, did you like going to school in the first, second and third grades?

Ethnicity Response

	Yes	No
White	84.7%	15.3%
(85)	(72)	(13)
Non-white	91.3%	8.7%
(115)	(105)	(10)
All-100%	88.5%	11.5%
(200)	(177)	(23)

In Table 3.4, we see that only about half of all respondents (50%) indicated that a teacher went out of his/her way to help them in the middle grades. While this is about the same percentage for white respondents when compared to their response to this same question for the primary grades it is a decline for the non-white respondents. Two thirds (67%) of non-white respondents indicated that a teacher went out of his/her way to help them in the primary grades while only about half (51%) of non-white respondents indicated that a teacher went out of his/her way to help them in the middle grades.

Table 3.4

Response to Question:

In the fourth, fifth or sixth grade, did any teacher go out of his/her way to help you?

Ethnicity Response

	Yes	No	No Ans.
White	47.1%	52.9%	
(85)	(40)	(45)	
Non-white	51.3%	47.8%	.9%
(115)	(59)	(55)	(1)
All-100%	49.5%	50.0%	.5%
(200)	(99)	(100)	(1)

In Table 3.5, we see that less than a third (28%) of the respondents indicated that they had been humiliated by a teacher in front of class in the middle grades.

Table 3.5

Response to Question:

In the fourth, fifth or sixth grade, did a teacher ever humiliate you in front of a class?

Ethnicity Response

	Yes	No	No Ans.
White	31.8%	67.1%	1.2%
(85)	(27)	(57)	(1)
Non-white	25.2%	74.8%	
(115)	(29)	(86)	
All-100%	28.0%	71.5%	.5%
(200)	(56)	(143)	(1)

In Table 3.6, we that in the nearly all the non-white respondents (85%) liked going to school in the middle grades while about three fourths (74%) of the white respondents liked going to school in the middle grades.

Table 3.6

Response to Question:

Overall, did you like going to school in the fourth, fifth and sixth grades?

Ethnicity Response

	Yes	No	No Ans.
White	74.1%	25.9%	
(85)	(63)	(22)	
Non-white	85.2%	13.9%	.9%
(115)	(98)	(16)	(1)
All-100%	80.5%	19.0%	.5%
(200)	(161)	(38)	(1)

In Table 3.7, we see that about two fifths (38%) of the respondents said that a teacher went out of his/her way to help them in junior high school.

Table 3.7

Response to Question:

In junior high, did any teacher go out of his/her way to help you?

Ethnicity Response

	Yes	No	No Ans.
White	36.5%	61.2%	2.4%
(85)	(31)	(52)	(2)
Non-white	39.1%	57.4%	3.5%
(115)	(45)	(66)	(4)
All-100%	38.0%	59.0%	3.0%
(200)	(76)	(118)	(6)

In Table 3.8, we see that more than a one fourth (27%) of the non-white respondents indicated that they had been humiliated in front of class by a teacher in junior high school while only one sixth (16%) of the white respondents indicated that they had been humiliated in front of class by a teacher in junior high school. This contrasts positively with their reports concerning the primary grades when about one third of all respondents (33%) reported that indicated that they had been humiliated in front of class by a teacher. (See Table 3.2)

Table 3.8

Response to Question:

In junior high, did a teacher ever humiliate you in front of a class?

Ethnicity Response

	Yes	No	No Ans.
White	16.5%	81.2%	2.4%
(85)	(14)	(69)	(2)
Non-white	27.0%	69.6%	3.5%
(115)	(31)	(80)	(4)
All-100%	22.5%	74.5%	3.0%
(200)	(45)	(149)	(6)

In Table 3.9, we see that overall more than three fourths (77%) of all non-white respondents liked going to school while in junior high school while about two thirds (63%) of white respondents liked going to school while in junior high school.

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Table 3.9

Response to Question:

Overall, did you like going to junior high school?

Ethnicity Response

	Yes	No	No Ans.
White	63.5%	29.4%	7.1%
(85)	(54)	(25)	(6)
Non-white	76.5%	13.0%	10.4%
(115)	(88)	(15)	(12)
All-100%	71.0%	20.0%	9.0%
(200)	(142)	(40)	(18)

In sum, we see that most students of all races liked going to school. Nearly half remembered a teacher who went out of his/her way to help them, and about a third of them remembered being humiliated in front of the class by a teacher.

Chapter Four

Personal Aspirations of Respondents and Types of Help Given While In School

As we saw in Chapter Two, only about one third of the respondents were getting good marks in school. In Table 4.1, we see that only one fifth (20%) of the respondents received any tutoring or special attention in the primary grades.

Table 4.1

Response to Question:

Did you ever receive tutoring or special attention in any subject in the first, second or third grade?

Ethnicity Response

	Yes	No	No Ans.
White	16.5%	82.4%	1.2%
(85)	(14)	(70)	(1)
Non-white	23.5%	75.7%	.9%
(115)	(27)	(87)	(1)
All-100%	20.5%	78.5%	1.0%
(200)	(41)	(157)	(2)

Numerous studies have indicated the positive effect that summer school can prove to be an effective intervention for youth at risk. In Table 4.2 we see that a little more than one tenth of the respondents went to summer school while in the primary grades.

Table 4.2

Response to Question:

Did you ever go to summer school in the first, second or third grade?

Ethnicity Response

	Yes	No
White	11.8%	88.2%
(85)	(10)	(75)
Non-white	11.3%	88.7%
(115)	(13)	(102)
All-100%	11.5%	88.5%
(200)	(23)	(177)

In Table 4.3, we see that about one fifth (22%) of the respondents received tutoring in the middle grades.

Table 4.3

Response to Question:

Did you ever receive any tutoring or special attention in the fourth, fifth and sixth grades?

Ethnicity Response

	Yes	No
White	22.4%	77.6%
(85)	(19)	(66)
Non-white	22.6%	77.4%
(115)	(26)	(89)
All-100%	22.5%	77.5%
(200)	(45)	(155)

In Table 4.4, we see that nearly one third (30%) of the respondents went to summer school during the middle grades.

Table 4.4

Response to Question:

Did you go to summer school in the fourth, fifth or sixth grade?

Ethnicity Response

	Yes	No	No Ans.
White	28.2%	71.8%	
(85)	(24)	(61)	
Non-white	31.3%	67.8%	.9%
(115)	(36)	(78)	(1)
All-100%	30.0%	69.5%	.5%
(200)	(60)	(139)	(1)

In Table 4.5, we see that nearly one fifth (18%) of the respondent received tutoring or special attention in junior high.

Table 4.5

Response to Question:

Did you ever receive tutoring or special attention in junior high school?

Ethnicity Response

	Yes	No	No Ans.
White	28,2%	77.6%	2.4%
(85)	(17)	(66)	(2)
Non-white	15.7%	80.9%	3.5%
(115)	(18)	(93)	(4)
All-100%	17.5%	79.5%	3.0%
(200)	(35)	(159)	(6)

In Table 4.6, we see that almost one fourth (23%), non-white respondents went to summer school in the junior high school while only only about one sixth (13%) of the white respondents went to summer school in junior high school.

Table 4.6

Response to Question:

Did you ever go to summer school in junior high school?

Ethnicity Response

	Yes	No	No Ans.
White	12.9%	84.7%	2.4%
(85)	(11)	(72)	(2)
Non-white	22.6%	74.8%	2.6%
(115)	(26)	(86)	(3)
All-100%	18.5%	79.0%	2.5%
(200)	(37)	(158)	(5)

In Table 4.7, we see that more than nearly third (31%) of the respondents did not think that they would graduate from high school.

Table 4.7

Response to Question:

Did you think you were going to graduate from high school?

Ethnicity Response

	Yes	No	No Ans.
White	57.6%	38.8%	3.5%
(85)	(49)	(33)	(3)
Non-white	67.0%	26.1%	7.0%
(115)	(77)	(30)	(8)
All-100%	63.0%	31.5%	5.5%
(200)	(126)	(63)	(11)

In Table 4.8, we see that two fifths (41%) of the non-white respondents had received help from a counselor in choosing a high school while only one sixth (15%) of the white respondents received the help of a counselor in choosing a high school.

Table 4.8

Response to Question:

Did any counselor in junior high school ever help you choose what high school you might attend?

Ethnicity Response

	Yes	No	No Ans.
White	15.3%	72.9%	11.8%
(85)	(13)	(62)	(10)
Non-white	40.9%	46.1%	13.0%
(115)	(47)	(53)	(15)
All-100%	30.0%	57.5%	12.5%
(200)	(60)	(115)	(25)

In Table 4.9, we see that more than two fifths (44%) of the non-white respondents thought that they would graduate from college while less than one third (28%) of the white respondents thought that they would graduate from college.

Table 4.9

Response to Question:

Did you think you were going to graduate from college?

Ethnicity Response

	Yes	No	No Ans.
White	28.2%	63.5%	8.2%
(85)	(24)	(54)	(7)
Non-white	43.5%	43.5%	13.0%
(115)	(50)	(50)	(15)
All-100%	37.0%	52.0%	11.0%
(200)	(74)	(104)	(22)

In Table 4.10, we see that one fourth (26%) of the respondents indicated that they had shared a goal or dream with someone while in the primary grades.

Table 4.10

Response to Question:

In the first, second or third grade, did you ever share a dream or goal with anyone?

Ethnicity Response

	Yes	No	No Ans.
White	20.0%	75.3%	4.7%
(85)	(17)	(64)	(4)
Non-white	30.4%	65.2%	4.3%
(115)	(35)	(75)	(5)
All-100%	26.0%	69.5%	4.5%
(200)	(52)	(139)	(9)

In Table 4.11, we see that nearly two thirds (63%) of the respondents had received awards in the primary grades.

Table 4.11

Response to Question:

Did you receive any awards when you were in the first, second or third grade?

Ethnicity · Response

	Yes	No	No Ans.
White	55.3%	37.6%	7.1%
(85)	(47)	(32)	(6)
Non-white	68.7%	29.6%	1.7%
(115)	(79)	(34)	(2)
All-100%	63.0%	33.0%	4.0%
(200)	(126)	(66)	(8)

In Table 4.12, we see that nearly one fourth (24%) of the respondents had confided in a teacher in the primary grades.

Table 4.12

Response to Question:

In the primary grades, did you ever confide in a teacher?

Ethnicity Response

	Yes	No	No Ans.
White	22.4%	76.5%	1.2%
(85)	(19)	(65)	(1)
Non-white	24.3%	74.8%	.9%
(115)	(28)	(86)	(1)
All-100%	23.5%	75.5%	1.0%
(200)	(47)	(151)	(2)

In Table 4.13, we see that almost one third (29%) of the respondents indicated that they had shared a goal or dream with someone while in the middle grades.

Table 4.13

Response to Question:

In the fourth, fifth or sixth grade, did you ever share a dream or goal with anyone?

Ethnicity Response

	Yes	No	No Ans.
White	27.1%	70.6%	2.4%
(85)	(23)	(60)	(2)
Non-white	30.4%	69.6%	
(115)	(35)	(80)	
All-100%	29.0%	70.0%	1.0%
(200)	(58)	(140)	(2)

In Table 4.14, we see that less than two thirds (59%) of the respondents had received awards in the middle grades.

Table 4.14

Response to Question:

Did you receive any awards when you were in the fourth, fifth or sixth grade?

Ethnicity Response

	Yes	No	No Ans.
White	55.3%	43.5%	1.2%
(85)	(47)	(37)	(1)
Non-white	61.7%	37.4%	.9%
(115)	(71)	(43)	(1)
All-100%	59.0%	40.0%	1.0%
(200)	(118)	(80)	(2)

In Table 4.15, we see that one fourth (26%) of the respondents had confided in a teacher in the middle grades.

Table 4.15

Response to Question:

In the fourth, fifth, or sixth grades, did you ever confide in a teacher?

Ethnicity Response

	Yes	No	No Ans.
White	29.4%	69.4%	1.2%
(85)	(25)	(59)	(1)
Non-white	22.6%	77.4%	
(115)	(26)	(89)	
All-100%	25.5%	74.0%	.5%
(200)	(51)	(148)	(1)

In Table 4.16, we see that almost one third (28%) of the respondents indicated that they had shared a goal or dream with someone while in junior high school.

Table 4.16

Response to Question:

In junior high, did you ever share a dream or goal you had with anyone?

Ethnicity Response

	Yes	No	No Ans.
White	24.7%	71.8%	3.5%
(85)	(21)	(61)	(3)
Non-white	30.4%	66.1%	3.5%
(115)	(35)	(76)	(4)
All-100%	28.0%	68.5%	3.5%
(200)	(56)	(137)	(7)

In Table 4.17, we see that more than one third (39%) of the respondents had received awards in junior high school.

Table 4.17

Response to Question:

Did you receive any award while you were in junior high school?

Ethnicity — Response

	Yes	No	No Ans.
White	32%	66%	1%
(85)	(49)	(33)	(3)
Non-white	41%	55%	1%
(115)	(77)	(30)	(8)
All-100%	39%	60%	1%
(200)	(126)	(63)	(11)

In Table 4.18 we see that about one fifth (18%) of the respondents had confided in a teacher in junior high school.

Table 4.18

Response to Question:

Did you ever confide in a teacher in junior high school?

Ethnicity Response

	Yes	No	No Ans.
White	18.8%	78.8%	2.4%
(85)	(16)	(67)	(2)
Non-white	16.5%	79.1%	4.3%
(115)	(19)	(91)	(5)
All-100%	17.5%	79.0%	3.5%
(200)	(35)	(158)	(7)

In sum, only about one third of the respondents had shared dreams or goals with someone and only about one fifth of all respondents had confided in a teacher while in elementary school.

Chapter Five

Truancy, Conduct and School Safety

Truancy and delinquency have been shown to be positively related. In Table 5.1, we see that about half (52%) of the respondents indicated that they had missed quite a bit of school.

Table 5.1

Response to Question:

Did you miss much school?

Ethnicity Response

	Yes	No	No Ans.
White	55.3%	38.8%	5.9%
(85)	(47)	(33)	(5)
Non-white	48.7%	41.7%	9.6%
(115)	(56)	(48)	(11)
All-100%	51.5%	40.5%	8.0%
(200)	(103)	(81)	(16)

Suspensions have also been shown to relate positively to delinquency. In Table 5.2, we see that more than three fourths (77%) of all respondents reported that they had been suspended in the junior high school.

Table 5.2

Response to Question:

Were you ever suspended in junior high school?

Ethnicity Response

	Yes	No	No Ans.
White	75.3%	22.4%	2.4%
(85)	(64)	(19)	(2)
Non-white	78.3%	20.9%	.9%
(115)	(90)	(24)	(1)
All-100%	77.0%	21.5%	1.5%
(200)	(154)	(43)	(3)

In Table 5.3 we see that more than one third (38%) of the respondents reported that being suspended in junior high school interrupted their schooling.

Table 5.3

Response to Question:

If suspended, did it interrupt your schooling?

Ethnicity Response

	Yes	No	No Ans.
White	37.6%	38.8%	23.5%
(85)	(32)	(33)	(20)
Non-white	38.3%	41.7%	20.0%
(115)	(44)	(48)	(23)
All-100%	38.0%	40.5%	21.5%
(200)	(76)	(81)	(43)

When asked how many times the respondents' schooling had been interrupted by suspensions, almost one fourth (24%) indicated that their schooling had been interrupted in junior high school six or more times as shown in Table 5.4 below.

Table 5.4

Response to Question:

If yes, how many times did suspensions interrupt your schooling?

	Once or Twice	3-5 Times	6 or more	No Ans.
White	29.4%	9.4%	25.9%	35.3%
(85)	(25)	(8)	(22)	(30)
Non-white	24.3%	22.6%	22.6%	30.4%
(115)	(28)	(26)	(26)	(35)
All-100%	26.5%	17.0%	24.0%	32.5%
(200)	(53)	(34)	(48)	(65)

Truancy was a common problem in high school with two fifths (42%) of the respondents who reported that they miss a good deal of high school due to truancy. This is seen in Table 5.5 below.

Table 5.5

Response to Question:

Did you miss much high school?

Ethnicity Response

	Yes	No	No Ans.
White	47.1%	5.9%	47.1%
(85)	(40)	(5)	(40)
Non-white	38.3%	20.0%	41.7%
(115)	(44)	(23)	(48)
All-100%	42.0%	14.0%	44.0%
(200)	(84)	(28)	(88)

Two fifths (41%) of the respondents indicated that they were suspended in high school as seen in Table 5.6 below.

Table 5.6

Response to Question:

Were you ever suspended in high school?

Ethnicity Response

	Yes	No	No Ans.
White	43.5%	9.4%	47.1%
(85)	(37)	(8)	(40)
Non-white	39.1%	18.3%	42.6%
(115)	(45)	(21)	(49)
All-100%	41.0%	14.5%	44.5%
(200)	(82)	(29)	(89)

When asked about the presence of gangs at their schools, more than one fourth (29%) of the non-white respondents indicated that their schools were controlled by gangs while only about one tenth (9%) of the white respondents reported that their schools were controlled by gangs as seen in Table 5.7.

Table 5.7

Response to Question:

If you attended high school, was it controlled by a gang?

Ethnicity Response

	Yes	No	No Ans.
White	9.4%	43.5%	47.1%
(85)	(8)	(37)	(40)
Non-white	28.7%	28.7%	42.6%
(115)	(33)	(33)	(49)
All-100%	20.5%	35.0%	44.5%
(200)	(41)	(70)	(89)

While there were differences between white and non-white respondents when asked about the presence of gangs at their schools, there was a common response from all respondent when asked whether drugs were easily available in or near their schools. Approximately one third (34%) of all respondents indicated that drugs were available in or near their schools as seen in Table 5.8.

Table 5.8

Response to Question:

Were drugs easily available in or near the high school you attended?

Ethnicity Response

	Yes	No	No Ans.
White	32.9%	20.0%	47.1%
(85)	(28)	(17)	(40)
Non-white	34.8%	23.5%	41.7%
(115)	(40)	(27)	(48)
All-100%	34.0%	22.0%	44.0%
(200)	(68)	(44)	(88)

When asked whether student brought weapons to school, almost half (45%, n=52) of the non-white respondents indicated that this was done at their school while approximately one third (32%) respondents said that students, on occasion, brought weapons to school. This result can be seen in Table 5.9 below.

Table 5.9

Response to Question:

Did students, on occasion, bring weapons to the high school you attended?

Ethnicity Response

	Yes	No	No Ans.
White	31.8%	21.2%	47.1%
(85)	(27)	(18)	(40)
Non-white	45.2%	13.9%	40.9%
(115)	(52)	(16)	(47)
All-100%	39.5%	17.0%	43.5%
(200)	(79)	(34)	(87)

In summary, consistent with previous studies, about half of these incarcerated juveniles indicated that they had missed a good deal of school due to truancy. More than three fourths of them had been suspended, One fourth has been suspended in high school at least six or more times. About one third of the non-white respondents indicated that they had attended schools controlled by gangs. One third of all respondent reported that drugs were easily available in and around the school they had attended. and two fifths of all respondents indicated that students sometimes brought weapons to the school they had attended.

Chapter Six

Conclusions and Recommendations

Further emphasis on education is an obvious strategy to be employed in the renewal of incarcerated young people because it is so clear that they are very open to education. Almost all the respondents had positive memories of and positive attitudes toward school.

We will now review some of the major findings. More than two thirds (71%) of the respondents were from broken homes. More than three fourths (79%) were cared for by neighbors and friends in their mother's absence in elementary school and more than half (51%) were latchkey youths by 6th grade.

More than half (57%) of all respondents had lived in more than one town or city and more than one third (38%) had attended one (1) to (3) schools before dropping out of school. About one third (33%) had attended four (4) to six (6) schools prior to dropping out of school. In most cases, this was prior to high school.

Two fifths (40%) of the respondents had conduct problems prior to fourth (4th) grade.

Male teachers in elementary school were neither liked nor disliked but in junior high, they were disliked. Respondents perceived male teachers as mean authority figures.

This may indicate the need for strong male role modeling for

male students in the elementary school. This is supportive of the arguments of those who advocate separation of the sexes in the educational setting. They argue that the father/son heart unions and soul connections should be established in the early stages of the educational system.

For fifty four percent (54%) of the females it was not their first time in a detention center, compared to only forty percent(40%) of the males. Based upon our limited information concerning the sample it is difficult to explain why this may have occurred.

The respondents indicated that their parent(s) were very concerned about their education. More than four fifths (84%) of the respondents indicated that they were read to as a child. While eighty percent (80%) of the respondents indicated that their parents discussed their school performance at home they were not asked what form that discussion took. It is conceivable, while unlikely, that this discussion of school work at home could have consisted of different types of behavior such as yelling, slapping, calmly discussing school progress, or even blaming and/or arguing with the teachers. Regardless of what form it took, the respondents clearly indicated that their parents were concerned about their progress in school.

There is a possibility that there may be a social desirability effect in some of the answers where the respondents tell the interviewer what they think the proper answer should be. For example, we see that seventy two percent (72%) of all respondents

indicated that reading was encouraged in their homes. Yet, despite the respondents indicating that there was strong parental concern over school performance as indicated previously as well as parental encouragement for reading at home; only sixty seven percent (67%) of the respondents even graduated from eighth grade.

When respondents were asked whether, overall, they liked going to school, there was near unanimity in responding "yes." Their responses by grade level were as follows.

Yes - Preschool - 80%
1st, 2nd, 3rd Grades - 88.5%
4th, 5th, 6th Grades - 80.5%
7th, 8th Grades - 71%

While there is less positive feeling toward school as the student progresses through, more than two thirds of the respondents indicated that they liked school while in junior high. This is a very high percentage of positive responses.

It is interesting to note that the approximately three fourths of the respondents who were suspended in junior high school didn't seem to feel that their schooling was greatly affected one way or another. It is almost as if some message had gotten across to them by junior high that it didn't matter what they did anymore. More than one third of the respondents (38.5%) indicated that suspension from school did interrupt their schooling and two fifths of the respondents (40%) indicated it did not make much of a difference one way or the other.

The pattern of number of suspensions is also interesting.

They either fall on one end (1-2 times) or the other (6 or more times) with little in between (3-5 times).

It is also interesting to note that about two thirds (63%) of the respondents believed they would graduate from high school, yet only about one third (37%) thought they would graduate from college.

There was a high number of respondents who would not answer the questions which dealt with "gang control of schools," "drug availability," "weapons," "truancy," and "suspension" from high school. More than two fifths (44%) of the respondents did not answer these questions. It is possible that they that feared word might get out within the detention center that they reported on someone and they may have been concerned that they would later suffer consequences for answering.

We found that more than two thirds of the respondents had not been humiliated while in school and we saw that there was a slow decline in teachers going out of their way to help these students over time. In first, second, and third grades, more than half of the respondents (57.5%) indicated that teachers went out of their way to help them but by the fourth, fifth, and sixth grades the percentage drops some (49.5%) and by junior high it's only a little more than a third (38%) of the respondents who indicate that teachers went out to their way to help them. We also found that more than three fourths of all respondents never confided in a teacher and nearly three fourths of all respondents never shared a dream with anyone.

In conclusion, it is clear that there is an openness to education and family support for education among the incarcerated juveniles who were interviewed. Based upon this, education should be viewed as a strategy for reform and renewal that could hold a great deal of hope.

Recommendations:

Greater resources should be made available at the elementary and secondary schools for interventions, via both academic assistance personal counseling, in order to held prevent the youths from engaging in delinquent behavior.

Greater efforts should be made within the corrections system to maximize the educational achievement of the young people in their care.

Alternative schools in community settings should be investigated as possible alternatives to incarceration or as a possible way to provide for the early release of some incarcerated juveniles.

Time to Learn

Some young people spend a portion of their youth "doing time." In this study of the educational histories of incarcerated juveniles, we found:

- that most of the young people interviewed who are "doing time" had a very high regard for education;
- that many of them encountered problems in school at an early age but did not have access to the most basic academic support services like tutoring and summer school; and,
- that the parents of these young people had a high regard for education.

More needs to be done to help these young people while they are still in an educational setting rather than a criminal justice setting.

More teaching and learning can occur while they are "doing time."

Early release programs can be developed which would place many of these young people into alternative schools in community settings. Each of these initiatives would save taxes.

It is clear that:

- if more societal attention and support services are given to the local schools, there will be fewer incidences of delinquency;
- more learning can be accomplished by delinquent youths while in correctional centers. Increased educational programing in these institutions will reduce recidivism;
- and, that making available early release programs which provide opportunity for incarcerated juveniles to study at alternative schools in the community will accelerate their reintegration into our society.

Appendix A

Copy of Research Instrument

FOCUSED INTERVIEW GIVEN TO INCARCERATED JUVENILES
by
Charles Kyle, Ph.D., Erica Sufritz, Ph.D., Bilal Abdulah, M.A.,
Susan J. Bauer, Fred Locasha, and Tim Dougherty

I.D. # : _____

Sex: Male _____ Female _____ Date of Birth: _____

Ethnicity: Black _____ White _____ Latin _____ Other _____

Correctional Facility: _____

Date of Interview: _____ Interviewer: _____

Languages spoken : _____
Languages read : _____
Languages written: _____

Were you ever in a detention center before? Y _____ N _____

FAMILY

Basic Demographics

1) Have you always lived at the same address? Y _____ N _____
If no, how many times have you moved? _____

Your current address is in what city? _____

Have you ever lived in any other city? Y _____ N _____
If yes, where: _____

2) Do both your parents live at home? Y _____ N _____
If no, is there a single parent? Y _____ N _____
Is there a stepmother or stepfather? Y _____ N _____

3) How many people live in your household? _____

4) How many brothers/sisters and stepbrothers/stepsisters live in your house?

Sex	Age	Relationship

5) Is your family on some type of public aid? Y _____ N _____
If yes, what kind?

6) How many members in your family of working age are unemployed? _____
Are they looking for work? Y _____ N _____
If yes, what kind?

7) What is the highest level of schooling completed by your parents?
Mother _____ Father _____

8) Did your parents participate in any of the following:

a) Parent-Teacher Conferences? Y _____ N _____
b) Report Card pick-ups? Y _____ N _____
c) Meetings/conferences with teachers and school personnel? Y _____ N _____
d) Discussions at home regarding school performance (test scores, homework, school events, etc.)?
Y _____ N _____

9) Do you have many books in your home? Y _____ N _____

10) Is reading encouraged in your home? Y _____ N _____

11) How much time do you spend reading per week? _____ hrs.

12) How much time do you spend watching TV per day? _____ hrs.

13) Do you feel watching TV helped you learn anything helpful in your life? Y _____ N _____
If yes, what did you learn?

14) Does your family eat dinner together? Y _____ N _____
If yes, do you talk about what you do at school?
Y _____ N _____
If no, how does your family usually eat dinner?

15) Do you eat all your meals at the same time each day?
Y _____ N _____

16) What do you usually eat for breakfast?

17) What do you usually eat for lunch?

18) What do you usually eat for dinner?

EDUCATION

Preschool

1) Did anyone ever read to you when you were a child?
Y _____ N _____
If yes, who read to you? _____
If yes, when did he/she/they read to you?

2) When you were little, did you ever watch Sesame Street, Mr. Rogers or the Electric Company? Y _____ N _____
If yes, did you learn anything from these shows?
Y _____ N _____
If yes, what did you learn?

3) Did your mother take you to a day care program before kindergarten? Y _____ N _____

2) If yes, what type of program was it?

a) Nursery school _____
b) Day Care _____
c) Head Start _____
d) Other _____

5) Were you ever taken care of while your mother was working?
Y _____ N _____
If yes, by whom?
a) member of the family _____ (who _____)
b) friend of the family _____
c) baby sitter _____
d) other _____

6) What is your best memory of preschool?

7) What is your worst memory of preschool?

8) Did you like going to preschool? Y _____ N _____
If no, why?

Kindergarten

1) Did you attend a kindergarten? Y _____ N _____
   If yes, was it a full or half-day program?
   a) half-day _____
   b) full-day _____

2) If yes, where was this?

3) Did you like the teacher? Y _____ N _____

4) Did the teacher like you? Y _____ N _____

5) Do you feel the clothes you wore to kindergarten were nicer, the same or not as nice as the clothes you would like to buy now?
   a) nicer _____
   b) same _____
   c) not as nice _____

6) Did you learn the ABC's in kindergarten? Y _____ N _____

7) What is your best memory of kindergarten?

8) What is your worst memory of kindergarten?

9) Did you like going to kindergarten? Y _____ N _____
   If no, why?

Primary School

1) When we talk about primary school, we mean the elementary grades including first, second and third grade.
Where did you go to primary school? _____, _____
(Town)

2) In grades 1, 2, and 3, which teacher did you like best?
Teacher Name and Grade _____
What do you remember most about him/her?

3) In grades 1, 2, and 3, which teacher did you dislike most?
Teacher Name and Grade _____
What do you remember most about him/her?

4) In primary school, did you ever share a dream or goal you had with anyone? Y _____ N _____
If yes, what was his/her reaction?

Did you ever tell a teacher? Y _____ N _____

5) In primary school, did any teacher ever go out of his/her way to help you? Y _____ N _____
If yes, what did he/she do?

6) Did a teacher ever humiliate you in front of a class?
Y _____ N _____
If yes, how did you feel?

If yes, did you express how you felt? Y _____ N _____
If yes, what was the reaction of the teacher and class?

7) At this time in school, you began learning to read and doing arithmetic and you started getting grades for your work. What were your grades like?

Subject	Poor	Fair	Good
Reading			
Spelling			
Math			
Conduct/Citizenship			

9) Did you ever win any awards in primary school and what were they for?

10) What subject did you like most in primary school and why?

11) What subject did you like least in primary school and why?

12) Did you take classes with kids in any of the following areas?

a) Special _____ d) Gifted _____
b) Regular _____ e) Bilingual _____
c) Honors _____ f) ESL _____

13) Who took care of you after school while you were in first, second and third grade?
a) member of the family _____ (who _____)
b) friend of the family _____
c) baby sitter _____
d) other _____

14) Did you have homework in primary school? Y _____ N _____
If yes, how much homework did you have per night?

If yes, where did you do your homework?

15) Did you ever receive tutoring in any subject in primary school? Y _____ N _____
If yes, in what grade(s) and for which subject(s)?

16) Did you repeat first, second or third grade? Y _____ N _____
If yes, which grade(s)?

17) Did you ever go to summer school in the primary grades?
Y _____ N _____
If yes, why did you go?

18) What is your best memory of primary school?

19) What is your worst memory of primary school?

20) Overall, did you like going to fist, second and third grade?
Y _____ N _____
If no, why?

Middle Primary School

1) When we talk about middle primary school, we mean the elementary grades including, fourth, fifth and sixth grade. Where did you go to middle primary school? _____,
_____.
(Town)

2) In grades 4, 5, and 6, which teacher did you like the best?
Teacher Name and Grade _____
What do you remember most about him/her?

3) In grades 4, 5, and 6, which teacher did you dislike most?
Teacher Name and Grade _____
What do you remember most about him/her?

4) In grades 4, 5, and 6, did you ever share a dream or goal you had with anyone? Y _____ N _____
If yes, what was his/her reaction?

Did you ever confide in a teacher? Y _____ N _____

5) In grades 4, 5, and 6, did any teacher ever go out of his/her was to help you? Y _____ N _____
If yes, what did he/she do?

6) In grades 4, 5, and 6, did a teacher ever humiliate you in front of a class? Y _____ N _____
If yes, how did you feel?

If yes, did you express how you felt? Y _____ N _____
If yes, what was the reaction of the teacher and class?

7) At this time in school, you began taking classes in Music, Art, and Gym and you started to go to more than one room for your classes. You also were taking more math and writing English compositions based on your reading and spelling skills. What were your grades like?

Subject	Poor	Fair	Good

Music
Art
Gym
English Composition
Math
Conduct/Citizenship

8) What awards did you receive in fourth, fifth and sixth grade and what were they for?

9) What subject did you like most at this point in school and why?

10) What subject did you like least at this point in school and why?

11) Did you like having more than one teacher in school or would you have liked to only have one teacher?
more than one _____
only one _____

12) Did you take classes with kids in any of the following areas?

a) Special _____
b) Regular _____
c) Honors _____
d) Gifted _____
e) Bilingual _____
f) ESL _____

13) Who took care of you after school when you attended fourth, fifth and sixth grades?
a) member of the family _____ (who _____)
b) friend of the family _____
c) baby sitter _____
d) other _____

14) Did you have any homework in fourth, fifth and sixth grades?
Y _____ N _____
If yes, how much homework did you have?

If yes, where did you do your homework?

15) Did you ever receive any tutoring in any subject in fourth, fifth and sixth grades? fourth, fifth and sixth grades? Y _____ N _____
If yes, in what grade(s) and for what subject(s)

16) Did you repeat fourth, fifth or sixth grade? Y _____ N _____
If yes, which grade(s)?

17) Did you ever go to summer school in the fourth, fifth or sixth grade? Y _____ N _____
If yes, why did you go?

18) What is your best memory of middle primary school?

19) Aside from any situation in school that may have led to an arrest, what is your worst memory of middle primary school?

20) Overall, did you like going to fourth, fifth and sixth grade?
Y _____ N _____
If no, why?

Remember, the purpose of this interview is only to discuss your experiences in school. You are not to mention or discuss anything which relates to the reason for you being sent to this detention center. Everything you say will be kept confidential and if you wish to end this interview at any time you may do so. If it's OK with you we would like to continue the interview now. There are only a few questions left.

Junior High School

1) When we talk about junior high school we mean the seventh and eighth grades. Where did you go to junior high school?
_____, _____
(Town)

2) In seventh and eighth grades, which teacher did you like the best? Teacher Name and Grade _____
What do you remember most about him/her?

3) In seventh and eighth grades, which teacher did you dislike most? Teacher Name and Grade _____
What do you remember most about him/her?

4) At this time in school you were regularly moving into different classes for different subjects. In addition to courses in math and English you had courses in Social Studies and Science as well as Art, Music, Gym and perhaps some other courses as well, such as wood shop, home economics, etc. What were your grades like?

Subject	Poor	Fair	Good
English			
Math			
Social Studies			
Science			
Art			
Music			
Gym			
Other_____			

4) What awards did you receive in seventh and eighth grades and what were they for?

5) What subject did you like most in seventh and eighth grade?

6) What subject did you like least in seventh and eighth grade?

7) Did you like having more than one teacher for your classes in seventh and eighth grades or would you have liked to have one teacher for all your classes?
more than one teacher _____
one teacher only _____

8) Did you take classes with kids in any of the following areas?

a) Special _____ d) Gifted _____
b) Regular _____ e) Bilingual _____
c) Honors _____ f) ESL _____

9) Who took care of you after school?
a) member of the family _____ (who _____)
b) friend of the family _____
c) baby sitter _____
d) other _____

10) Were you ever suspended in seventh or eighth grade?
Y _____ N _____

If yes, how many times? _____
If yes, what were you accused of doing?

If suspended, did it interrupt your schooling? Y _____ N _____
If yes, how?

11) Did you have any homework in seventh and eighth grades?
Y _____ N _____
If yes, how much homework did you have?

If yes, where did you do your homework?

12) Did you ever receive any tutoring in the seventh and eighth grades? Y _____ N _____
If yes, in what subjects?

13) Did you ever repeat seventh and eighth grades? Y _____ N _____
If yes, which grade(s)?

14) Did you ever go to summer school in seventh and eighth grades? Y _____ N _____
If yes, why did you go?

15) What is your best memory of junior high school?

16) Aside from any situation in school that may have led to an arrest, what is your worst memory of junior high school?

17) What did you look forward to most in junior high school?

Why?

18) In junior high, what did you want to be when you grew up?

Why?

19) In junior high, did you ever share a dream or goal you had with anyone? Y _____ N _____

If yes, what was his/her reaction?

Did you ever confide in a teacher? Y _____ N _____

20) In junior high, did any teacher go out of he/her way to help you? Y _____ N _____
If yes, what did he/she do?

21) In junior high, did a teacher ever humiliate you in front of a class? Y _____ N _____
If yes, how did you feel?

Did you express how you felt? Y _____ N _____
If yes, what was the reaction of the teacher and class?

22) Did you think you were going to graduate from high school?
Y _____ N _____

23) Did you think you were going to graduate from college?
Y _____ N _____

24) Was the student who gave the speech for the graduating class from you junior high male or female?
Male _____ Female _____

25) Was the principal at the time you graduated from junior high male or female?
Male _____ Female _____

26) Did you graduate from junior high school? Y _____ N _____

If no, why?

If no, what was the last grade you attended in school?
Month/Year _____
Name of School _____

27) How many schools did you attend before you stopped going to elementary and junior high school?

28) Did you miss much school? Y _____ N _____
Why?
a) sickness _____
b) baby-sitting _____
c) didn't have the right clothes _____
d) to be with friends _____

e) to hang out _____
f) other _____

29) Overall, did you like going to junior high school?
Y _____ N _____
If no, why?

30) Did any counselor in the seventh and eighth grade help you choose what high school you might want to attend?
Y _____ N _____

31) In junior high, did you know the location of the high school you were going to be attending?
Y _____ N _____

32) What high school did you attend?

33) What was your first day of high school like?

High School

The following three questions are to be answered ONLY yes or no. No other comments will be recorded or accepted.

1) If you attended high school, was it controlled by a gang?
Y _____ N _____

2) Were drugs easily available in or near the high school you attended? Y _____ N _____

3) Did students, on occasion, bring weapons to the high school you attended? Y _____ N _____

4) In high school, which teacher did you like the best?
Teacher Name and Grade _____
What do you remember most about him/her?

5) In high school, which teacher did you dislike most?
Teacher Name and Grade _____
What do you remember most about him/her?

6) Did you pass all, most, some or a few of your classes in high school?
a) all _____
b) most _____
c) some _____
d) few _____

7) What awards did you receive in high school and what were they for?

8) What subject did you like most in high school and why?

9) What subject did you like least in high school and why?

10) Did you take classes with kids in any of the following areas?

a) Special _____ d) Gifted _____
b) Regular _____ e) Bilingual _____
c) Honors _____ f) ESL _____

11) Did you repeat ninth, tenth, eleventh or twelfth grade?
Y _____ N _____
If yes, which grade(s)?

13) Did you miss much high school? Y _____ N _____
If yes, why?
a) sickness _____
b) baby-sitting _____
c) didn't have the right clothes _____
d) to be with friends _____
e) to hang out _____
f) Other _____

14) Were you ever suspended in high school? Y _____ N _____
If yes, how many times? _____
If yes, what were you accused of doing?

If suspended, did it interrupt your schooling? Y _____ N _____
If yes, how?

15) Did you have any homework in high school? Y _____ N _____
If yes, how much homework did you have?

If yes, where did you do your homework?

If yes, why?

18) Did you ever receive tutoring in any subject(s) in high school? Y _____ N _____

If yes, what subject(s)

19) Did you ever receive any counseling in high school related to your education and college, what career to pursue or to help with any problems you might be having at school or at home? Y _____ N _____

20) Were there any teachers who knew you by name? Y _____ N _____

21) Can you give the name of one teacher who you liked?

22) Can you give the name of one teacher who liked you?

23) Can you give the name of one teacher who you didn't like?

24) Can you give the name of one teacher who didn't like you?

25) In high school, did you ever share a dream or goal you had with anyone? Y _____ N _____
If yes, what was his/her reaction?

Did you ever confide in a teacher? Y _____ N _____

26) In high school, did any teacher ever go out of his/her way to help you? Y _____ N _____
If yes, what did he/she do?

27) In high school, did a teacher ever humiliate you in front of a class? Y _____ N _____
If yes, how did you feel?

Did you express how you felt?
If yes, what was the reaction of the teacher and class?

28) Did you attend any activities outside of school, such as clubs, sports teams, etc.? Y _____ N _____
If yes, what were they?

29) If you ever missed school, did the school call your house or was any attempt made to find out why you were missing?
Y _____ N _____

30) If you ever fell behind in class, did anyone ever help you catch up, like a teacher or one of your classmates?
Y _____ N _____

31) Did you just stop going to school? Y _____ N _____
If yes, why?

32) Do you have teachers who are friends or do you know of any teacher you can go to for help?
Y _____ N _____

33) What is your best memory of high school?

34) Aside from any situation in school that may have led to an arrest, what is your worst memory of high school?

35) Overall, did you like going to high school? Y _____ N _____
If no, why?

Appendix B

Review of Literature

Literature Review

for

Triton College - DePaul University

Study of Educational Histories of Incarcerated Juveniles

by

Charles L. Kyle, Ph.D.
Triton College

and

Erica Sufritz, Ph.D.
Loyola University

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Article Summary

The Clearing House, January, 1971, 290-293

Closson, Fred I.

Delinquency: its prevention rests upon the academic community

First must let go of old misconceptions and assumptions about misbehavior. Change is threatening. It is not culturally, socially or psychologically comfortable. Must come to agreement as to what is delinquent behavior.

Discussion of drug abuse. "Children of a society full of drunks and pill users choose to emulate their models."

No valid statistical measure of deliquency:

1) many juvenile crimes are undiscovered or unsolved
2) jurisdictional definitions of what an arrest is differ
3) definitions of who should be arrested differ
4) distinction are not clear between delinquent acts, tendencies and dependency.

Juvenile court records measure only the cases that go to court.

The age group 20-24 contributes materially to the number of more serious crimes.

We have some knowledge of what causes delinquency but the knowledge is not being brought together by the social sciences and then disseminated. Differences in "acceptable" behavior result from economic, social and cultural family patterns. What is acceptable is observable performance, not personality.

Relying on family to control behavior is a non-solution, since the American family is rapidly relinquishing its control to other agencies. Moralizing is rhetoric, not a program for delinquency. Need to focus on the agency of the community closest to the child -- the school. Much of what is known about delinquency is a concern of the school as meditating force in behavior.

Quotes Martin Gold of University of Michigan (1970) who concludes:

1) most teenagers are not seriously or frequently delinquent

2) relationship between development, behavior, and social class, as well as poverty and race has been exaggerated

3) opportunity rather than characteristics of youth determines delinquent behavior

4) girls' delinquency is similar to boys', and is mainly sexual in nature

5) parents are not irresponsible and neglectful. They are concerned but ineffectual

6) apprehension and punishment are bit deterrents for either the caught or the uncaught

Gold sees adolescent search for identity as crucial -- student, friend or peer, son or daughter. Having delinquent friends is an important force in delinquency.

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Article Summary

The Clearing House, November, 1971, 183-187

Miller, Wilma H. and Windhauser, Eileen

Reading disability -- tendency toward delinquency?

Major position is that some of the incidence of delinquency could be prevented through the prevention of reading disability.

Disabled reader operationally defined as one who is reading two or more years below expected potential as per various psychological tests.

Delinquency defined different ways -- legally, sociologically, psychoanalytically, comprehensively.

Common personality characteristics:

1) failure to achieve a good adjustment totally and particularly in the school setting

2) impulsivity and lack of emotional stability; insecurity and anxiousness due to failure at home nd in school

3) negative self-concept hinders school success, contributes to failure

4) low tolerance for frustration; can lead to increased aggression

Several studies have found a correlational relationship between reading disability and delinquency. "Perhaps when a delinquent-prone student cannot achieve success in reading, he then becomes delinquent and turns to crime... reading retardation-truancy-delinquency." A delinquent prone student begins to have reading difficulty in primary grades, doesn't receive special help in intermediate grades and becomes a truancy problem in later grades.

Roman (1957) indicated in a study with delinquent boys that with good reading instruction a delinquent can find school a challenge capable of being faced because of increased reading ability.

School failure is probably more correlated with delinquency than any other condition, including poverty or a broken home. The school is in a strategic position to help delinquent-prone students since is may be the only agent outside of the home where the student can receive help in adjustment. If students receive only failure in school, they look to other sources for emotional satisfaction. All attempts should be made to prevent reading failure at the elementary school level.

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Article Summary

The Times Supplement 2/5/71

Keith Beavan

Dickens' plea still viable

A judicially appointed panel sought to close to juvenile institutions in New York -- Maninda, Zerega and Spofford Juvenile -- due to conditions under which children live. They called for the whole system of juvenile detention to be reformed.

The children must wade through inches of water to get to the

dining room when it rains. Drugs are acute and there is no separation of drug users from non drug-users. Disturbed children and the suicide prone are in the same dormitories as everyone else. Medical diagnoses are made by nurses at night via telephone. Children are placed in solitary confinement as a means of discipline. No reading tests are offered to determine what class a child should be in and teachers are allowed to select those they want in class while others are returned to the dormitory, to sit idle all day.

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Article Summary

Educational Research (Brit) 12:128-34, Fall, 1970

Jackson, Nigel

Educable mental handicap and delinquency

The study took place in Britain. For the last two decades there has been less support for the thesis that the mentally handicapped are predisposed to delinquency. The intelligence of the delinquent can only be examined if he is detected. As detection is more likely if the delinquent has inferior intelligence, the less intelligent are probably detected more often. The results of delinquency studies have therefore to be interpreted with caution.

The study sample was composed of 232 pupils (131 male, 101 female) who left six special schools and two special classes in a Scottish city between 1/59 and 12/62. The time period extended from the pupil's eighth birthday up to but not including his nineteenth birthday. Nearly a third of the male sample made at least one court appearance in which either a finding of guilt or a conviction was obtained. None of the 101 girls had a record of delinquency.

It is possible that the high incidence of delinquency recorded in the sample population may have resulted from the referral of a high number of pupils who, through a combination of borderline subnormality and emotional disturbance, were more delinquency prone. A number of factors may contribute.

The environment is one. Burt (1957) states, "in considering the environment in which the child has grown up, it is important not to overlook the kind of district in which his home is situated and the sort of companions he meets among the neighbors or in the streets. Such influences, as is well known, have considerable importance in the causation of juvenile delinquency; and delinquency and backwardness go hand-in-hand." A recent study revealed that most mentally handicapped children lived in overcrowded districts characterized by low standards of child care, endemic disease and symptoms of 'social disorganization' such as high rates of delinquency, illegitimacy, committals to care and attempted suicide.

Family environment is also important. Over 40% of the parents of pupils who had records of delinquency had been visited because of reported neglect, more rarely because of alleged cruelty. A disproportionate number of mentally handicapped children were from broken homes. 56% of the delinquent sample were drawn from broken homes as opposed to only 32% of the non-delinquent sample.

Looking at occupational stability it is not clear whether delinquency results from a sense of frustration and disappointment with repeated failure, or whether the factors which promote delinquent behavior also make employment adjustment difficult.

In terms of IQ, the youths committing their first offense after leaving school were found to be significantly more intelligent than those whose first offense was committed while of school age.

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Article Summary

Urban Education, Vol. 24, No. 1, April, 1989, 25-37

Houston, Richard and Grubaugh, Steven

Language for preventing and defusing violence in the classroom

Few teachers are prepared to deal with violent incidents.

Violence used in this article to mean physical and nonphysical acts committed by students that are seriously wrongful, unjust or unlawful. Quantitative data on school violence are alarming (some statistics from big cities cited -- NY, LA, Chicago, Boston). Figures may be understated because no uniform method for reporting violence. Houston, Texas only officially lists, as violent acts, matters referred to the police. Hence, in 1987, Houston reported 128 violent incidents among 192,000 students. Today persons under the age of 18 account for about 2/5 of all arrests for burglary and arson, and 1/3 of all arrests for larceny. Many students who carry weapons to school claim they have no criminal intent but are protecting themselves.

A difficult-to-control student should not necessarily be considered a violence-prone student, nor should a normally well-behaved student be assumed to be above violence. Avoid stereotypes. "For the pupil, the classroom is only one of a complex melange of individual and group interactions that are woven into an integrative framework of life experience."

By the time modern children reach age 18, they will have spent an average of 45% more time watching television than being in school and will have witnessed more than 15,000 simulated TV "deaths."

Good teachers have a message to convey and part of their message should help students to govern their behavior. But, in trying to come to grips with this responsibility, teachers often

become the targets of that behavior. Teachers' role makes them convenient targets. Aggression may be direct (specifically directed at the teacher) or displaced (involvement of a third party).

In the classroom violence can mean the deliberate damage or attempted injury of a teacher's authority and intentional disruption of the educational process. At the low end of spectrum are verbal confrontations with teachers. At the highest extreme of the spectrum are deliberate acts of violence which are life threatening.

To cope both proactive and reactive strategies should be considered. Proactive strategies attempt to decrease the opportunity for a violent outburst. It's a systematic process involving school and community. Reactive strategies are immediate responses to defuse, contain and control violent confrontations. Howard Muscott (1987) developed a conceptual outline that teachers may follow.

1) examine teachers' and school administrators' personal value systems

2) analysis of the school's environment and potential for problems

3) examination of the combined value systems of the school's governing organizations

4) development of policies, rules and procedures to govern student behavior.

5) implement the ordinances; hold students accountable

6) periodic review of the principles

Examples are given.

The use of student mediators has been shown to be effective on numerous occasions and in a NY high school, resulted in principal-ordered suspensions for fighting declining 50%.

Violent occurrences generally start very quickly, and the teacher's role is to isolate and stabilize the problem while attempting to regain control of the situation. When the situation is life-threatening teachers must rely on their common sense supplemented by the following.

1) the first teacher on the scene should immediately notify superiors.

2) if possible, a single teachers never deal alone with a violent student

3) attempt to isolate the student and get other students out of the immediate area

4) try to coax the student into a controlled area, telling him to lay weapon aside, if necessary

5) make no attempts to disarm the student

6) only one teacher should speak at a time, and a level, calm, polite tone of voice should be used. Speak directly to the student, maintain eye contact, keeping hands at your sides or clasped in front in a non-threatening manner.

7) paraphrasing what a student has said is one way to demonstrate that they have been heard. To ask what happened, rather than accuse a student, is another good communication tactic. Students will often deny an accusation but will respond more openly to a question asked to clarify what happened.

8) Avoid telling the student anything you think the student wants to hear. The student is likely to sense a charade or feel patronized.

9) The student should be told that, as yet, no irreparable damage has been done (if that is the case); that it's senseless to continue; that no one wants to harm him/her and that the student can have help if he/she wants it. In short, try to contain the damage and "buy time" until trained assistance arrives.

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Article Summary

The Journal of Educational Research, 1970, Vol. 64, No. 2,68-72

Raygor, Betty Ruth

Mental ability, school achievement, and language arts achievement in the prediction of delinquency

A sample of 100 delinquent and non-delinquent ninth grade delinquent boys and girls were compared in high school rank, language arts achievement and general ability in Minnesota. The MMPI has three scales which have been found to increase prediction of delinquency -- Scale 4 (Psychopathic deviate); Scale 8 (Schizophrenia) and Scale 9 (Hypomania).

General findings were that the non-delinquent youth in both random and "disturbed" groups had a significantly higher high school rank than any of the delinquent groups. There are no significant differences between delinquent and non-delinquents in ability as measured by the ACE (American Council on Education Psychological Examination). On the Cooperative English Test there were no significant differences for boys but there were for girls. Significant differences were found, favoring the non-delinquent, for both boys and girls on High School Rank, ACE and Cooperative English Test with the exception of the Cooperative English test for boys. It appears that the "disturbed" delinquent and the "disturbed" non-delinquent have comparable ability and in the case of girls have comparable language arts achievement and general school achievement. There is a negative relationship between delinquency and High School Rank. Even among delinquents who remain in high school during the eleventh grade there is a negative relationship between delinquency and High School Rank.

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Article Summary

Review of Educational Research, Vol. 41, No. 1, pp. 17-33, 1971

Silberberg, Norman E. and Silberberg, Margaret C.

School achievement and delinquency

There are many reasons why a child commits -- and gets caught committing -- an antisocial or asocial act. At least some of those reasons may be partially or wholly related to his educational experience.

A relationship between poor school achievement and delinquency was suggested indirectly in the literature even before the advent of formal mental testing. Studies are cited from the 1930's-1960's.

Many studies have appeared concerning the relationship between delinquency and reading disability. Results have been confusing. In general, studies found that delinquents were retarded in reading. Dorney (1967) found that adolescent delinquent boys who received supplementary reading instruction had a lower recidivism rate than control groups. The instruction also modified the attitudes of these adolescents toward authority figures. Although it is known that boys outnumber girls with respect to reading problems -- ratios range from 3:1 to 10:1, little has been done to study sex differential in delinquency. In Minnesota low school achievement occurred equally among delin-

quent boys and girls.

The article then discusses a number of physical/genetic anomalies that have been found in studies on delinquents (e.g., EEG's, neurosis, CNS disorders, XYY chromosomal patterns, etc.). In conclusion, reading problems and delinquency could be viewed as two different manifestations of inadequate CNS development, but the crucial issue is not causation but rather modification. The cause of both difficulties is not known.

The article discusses typologies of delinquency, noting that conceivably there are several subgroups of delinquents. One group may include those for whom cerebral physiology is a factor. This group could be considered "minimally brain damaged." Another could be those who are neurologically normal but who are "born to lose" due to inherited personality patterns. A third overlapping type might have normal nervous systems and personalities but are unable to function within an uncomfortable environment without manifesting aggression, possibly because of a high potential for anxiety (Cowen, Zax, Klein, Iizzo and Trost, 1965).

Although there is a plethora of data relating family disorganization to delinquency, home factors may very well be a function of social class and/or personality rather than a causative factor in delinquency. May be less related to reading behavior and other school behaviors than is popularly thought.

The article then discusses the use of IQ tests in determining the mental capabilities of delinquents, noting "one important consideration is that conventional intelligence tests are loaded with abstract linguistic items, since the original function of such tests was to predict success in an academic setting." Rogers (1951) noted a prominent characteristic of the delinquent child is his/her concrete conceptual attitude. Vocabulary acquisition, ability to generalize from abstract symbolism and the ability to attend to spoken directions may be necessary for good reading skills, as taught by regular classroom methods. Since many delinquents have problems in reading, and consequently in all academic areas, it might be well to consider the reading process from the point of view of the delinquent.

The history of juvenile delinquency demonstrates a correlation between antisocial behavior and lack of school success. In fact, truancy is one of the earliest events in delinquent behavior.

An experiment with a curriculum emphasizing concrete experience, realistic vocational preparation and an attempt at a socialization process within the reach of the child might prove fruitful.

When our elegant solutions to difficult problems in society have failed, we typically blame the recipients of these services, rather than looking at the solutions themselves; despite the

elegance of the concept of vocational education, elegance being defined as a good physical plant and a high cost for pupil training, experimentation within the vocational school has been very sparse.

Since the school curriculum was developed utilizing the traditional approach of heavy emphasis on language, and specifically reading, children with poor language skills will certainly have many unhappy and unsuccessful school experiences.

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Article Summary

Children, July-August, 1970, Vol. 17, No. 4, 143-148

Pearson, John W.

A differential use of group homes for delinquent boys

The California State Youth Authority, under a grant from NIMH, carried out a three-year study of the differential use of group homes for teenage delinquent boys.

The article lists a number of pitfalls and problems with this setting. The concept of group homes initiated with New York City in 1916. "While... group homes are frequently preferable to foster homes for delinquents, the experience in the project has indicated that the use of group homes as the only method of treatment offers no panacea for the rehabilitation of delinquent

teenagers."

Worked closely with parole officers and community.

Goals of group home were:

1) determine feasibility of establishing/maintaining group homes

2) develop taxonomy of environments describing their use in treatment-relevant ways

3) evaluate impact of group home experience on young people on parole.

Six types of group homes:

1) Protective - very immature youngsters who need much supervision

2) Containment - concrete and realistic demands for conformity and productive behavior

3) Boarding - complex personalities, moving away from own family but not strong enough to be on their own

4) Temporary Community Care - temporary placement when custody or independent living is inappropriate or unnecessary

5) Restriction - substitute for detention facilities for boys needing strict behavioral restrictions

6) Individualized - boys who could benefit from a family-like situation while resolving conflict within themselves and their own families.

Behavior ratings did not seem very favorable over time, as

reported by the group home parents:

a) at four months boys made significant changes for the better

b) at six months increased significant changes in positive behavior

c) at eight months positive behavior down from the six month rating, but still higher than the first ratings

d) at eight months, for positive and negative behaviors combined, ratings in general reflected significant changes for the worse

End of article has 6 tentative conclusions.

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Article Summary

Adolescence, Vol. XXIII, No. 91, Fall, 1988, 643-660

Mills, Roger C.; Dunham, Roger G.; and Alpert, Geoffrey P.

Working with high-risk youth in prevention and early intervention programs: toward a comprehensive wellness model

Proposes a theory of youth development, which should be considered in approaches toward high-risk youth. It combines research on deviance with a model of child development and learning.

Traditional approaches have assumed that some external factor is missing, which must be supplied. Most approaches are punitive or use scare tactics. Some offer positive reinforcement. Programs based on this approach have not had much long-term success.

Youth have a natural tendency, says sociological, psychological and educational research, to function with common sense or maturity when external circumstances that reinforce conditioned ways of reacting to the environment are removed.

Alpert and Dunham (1986) developed an empirical model of dropout. The four strongest predictors were school influences. The strongest was "misbehavior in school". The second was "liking school". The third was "proportion of friends who dropped out" and fourth was "like to live/living with both parents." The first factor was found to be more a symptom than a cause. The major conclusion was that high-risk youth are in general more alienated from school and from non-deviant lifestyles.

Models now are looking at the brain as a biological computer. Prior experiences are very important. It is more the interpretation the youth makes of the meaning or significance of a stimulus, and not the actual qualities of the stimulus itself that must be considered.

In infancy, children are very eager to learn and interact with others. Research on high-risk early childhood shows that these children come from families with high stress levels where parents, caught up in their own problems, are often critical of the child much of the time. Youth interpret this constant criticism to mean that there is something inadequate about themselves. They enter school with a poor self concept, insecurity about learning and performance and mistrust of others, particularly adults, in terms of perceiving genuine caring and interest. When they arrive in school, the discipline system leads them to a spiral of increased negative attitudes where they feel more sure that they do not fit in at school.

Alpert and Dunham (1986) emphasize the potential of reaching these youth through school-based programs. Other research discussed.

Suarez, Mills and Stewart (1987) argue youth are capable of functioning at two distinct levels of understanding relative to their prior learning. In more negative states of mind, the absence of an understanding on the part of the youth themselves about how their own thinking process works results in mistaken conclusions so meanings they attribute to events are not biased, but an accurate picture of what is happening. In more positive states of mind youth can process information more objectively, use common sense, exercise good judgment and demonstrate more

use common sense, exercise good judgment and demonstrate more efficient and competent interpersonal problem-solving and learning skills.

Review of research on school-based prevention programs reveals 5 most significant factors that influence the direction in which youth's perceptions and behavior develop.

1) the classroom learning and motivational atmosphere
2) teacher beliefs/expectations of high-risk youth
3) teacher stress levels
4) overall school climate
5) understanding of youth and people around them of how their thinking process functions at different mood levels

Both the U.S. Department of Education (1984) and the National Institute of Drug Abuse demonstration programs for the prevention of drug and alcohol abuse have found that programs which focus on the overall school climate have proven the most effective in reducing the incidence of discipline, truancy and other behavioral problems such as substance abuse. Dimensions most significant include:

1) effective school management
2) quality of school decision-making/problem-solving processes
3) reduction of impersonality of schools ("homey" settings)
4) positive alternatives to discipline
5) opportunities for extracurricular activities
6) promote family involvement in the schools

7) methods/policies which avoid labeling/segregation

8) opportunities for student contact with school personnel

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Article Summary

Today's Education, October, 1971

William C. Kvaraceus

Reading: failure and delinquency

Begins with recent data/stats. 60% males/48% females delinquents graduate from high school in 1971. Support must be coming from teacher, counselor, administrator, psychologist, etc. 1970 White House Conference on Children said inability to read among children a major educational problem. 1:7 school children below grade level in reading. 1:4 11 year olds at or below the level of an average 9 year-old. Between 75/85% of juveniles are unable to read books and age appropriate materials.

Then had psychoanalytic analysis.

Ego defenses - failing student often makes teacher hate object. 10 delinquents who interviewed 100 delinquents, rated the teacher rather than policeman as the one hated most. Most teachers accept this hostility (?) and try to help. Juveniles may identify with either gang members and older delinquents or may have positive identification with teacher of ex-delinquent

who has "made good."

Displacement - students shift hostility toward individuals not responsible for their anxiety.

Projection - may attribute aggressive impulses to innocent victim of his aggression. May perceive school personnel, police, achieving pupil, parents as attackers and the "enemy."

Denial - When interviewed, many delinquents, say, in addressing attacking behavior, "Who? Me? Not ME!" Pupil sees himself as innocent victim of a school conspiracy to keep him captive -- an unrewarded slave faced with every kind of preposterous academic task.

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Article Summary

Journal of the American Academy of Child Adolescent Psychiatry

Otnow Lewis, Dorothy, M.D.; Lovely, Richard, Ph.D.;

Yeager, Catherine, M.A.; Ferguson, George;

Friedman, Michael,M.D.; Sloane, Georgette; Friedman, Helene

and Pincus, Jonathan H., M.D.,

Intrinsic and environmental characteristics of juvenile murderers

The constellation of neuro-psychiatric and family charac-

teristics need to be taken into consideration in examining juvenile murderers. In 1985 8% of murders in the U.S. were committed by juveniles under 19 years of age. Homicide is the second leading cause of death for individuals between the ages of 15 and 24 and the leading cause of death for Black males in this age group (Blum, 1987).

The literature on murder by juveniles is sparse. Learning disabilities, mental retardation, and neurological impairment are also prevalent in the population of juvenile murderers. Most factors examined in relationship to juvenile murderers have been considered separately and not interactionally.

There are four comparison groups in this study. The first, New Juvenile Murderers (n=13, 11 male/2 female) were evaluated after committing their homicidal acts. The second, Violent Incarcerated Delinquents (n=14; all male), Violent Incarcerated Delinquents had not committed murder but were violent. The third, Ordinary Incarcerated Delinquents (n=18; all male) were non-violent and had not committed murder (e.g., burglary and car theft). The fourth, Original Juvenile Murders were comprised of an earlier study (Lewis, et al., 1985) and had been evaluated before committing murder (n=9, all males).

Subjects were rated on a violence scale, Stage 1-4, with 1 being the least violent and 4 being the most violent. Within the group of nine Original Juvenile Murderers all were rated as having been violent before committing homicide.

Looking at the New Juvenile Murderers and Violent Incarcerated Delinquents, significant neurological impairment and a history of physical abuse and family violence were also characteristic of the majority of subjects in both groups. All of the comparisons in this study suggested that the sample of juvenile murderers was very similar to the sample of seriously violent incarcerated juveniles.

The factors singled out by these authors for examination were: major neurological impairment; episodic psychotic symptoms; psychomotor symptoms; physical abuse; family violence.

The New Juvenile Murderers were compared with Original Juvenile Murderers on the above characteristics and were found to be remarkably similar.

Examining the psychopathology of relatives, in the Original Juvenile Murderers sample, all nine subjects had a first degree relative who had been overtly psychotic or had been psychiatrically hospitalized.

The apparently greater prevalence of psychiatric symptoms, family psychopathology and early violence in the Original Juvenile Murderers compared with the New Juvenile Murderers raises the question whether these findings reflect true differences between the samples, or were artifacts of methodology. Initial

histories obtained subsequent to homicidal acts often implied that the homicides in question were the first and only aggressive acts that the subjects had ever committed. When more comprehensive histories were eventually obtained, however, it turned out that 10 of the 13 subjects in the current study had been extremely aggressive before they committed murder. Two subjects were incarcerated as juveniles for armed robbery; one subject had stabbed someone in the stomach at age 5 years; and another subject had attempted to choke a young girl a year before actually murdering a child.

In Discussion, the article concludes that juveniles who murder are quite different from ordinary nonviolent delinquents. First, they would seem to be much more neuro-psychiatrically impaired. Many of their assaultive acts are a consequence of paranoid misperceptions. They also tend to come from more violent abusive families. The findings also suggest that, with few exceptions, homicide by juveniles is NOT a single act of uncontrolled violence in an otherwise peaceful childhood. There are usually extensive aggressive histories.

Individually, each of the vulnerabilities characteristic of juvenile murderers may be present, to a greater or lesser extent, in nonviolent delinquents and even in non-delinquents. It is, rather the combination of serious intrinsic vulnerabilities in the context of an abusive or violent environment that is associated with the development of aggression.

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Article Summary

Urban Education, Vol. 23, No. 2, July, 1988, 150-161

Finn, Jeremy D.; Stott, Michael W.R.; and Zarichny, Kerry T.

School performance of adolescents in juvenile court

(MISSING PAGES - 152-153)

It has been argued that a history of school-related problems predisposes a youngster to antisocial behavior which may result in juvenile delinquency. This study wanted to determine if there was any relationship.

Study took place in Buffalo. Other information regarding sample on the missing pages.

40% of juveniles lived in 2-parent homes. 40.6% were high school graduates and an additional 30.3% completed at least one year of post-secondary education. In general, the families of juveniles in court are not substantially less educated than the population in general.

Regarding IQ, the average was 95, close to the nationwide average. Only 3 of 104 subjects (2.9%) were enrolled in classes for the educable mentally retarded. However, other special

jects (9.6% of the sample) were in programs to remedy "specific learning disabilities." This compares to 4.4% nation-wide; 6 subjects (5/8%) were in special programs for the emotionally disturbed, compared with less than 1% nationwide.

School attendance and grades was a serious problem. The study looked at data from 1984-85. White students in the sample missed 15% of school days and Blacks 23.2%. Among truants, all of the Blacks missed at least 45% of school days that year, while only two of the eight Whites missed than many days.

Absenteeism for both males and females was about the same. On the average about 17% of the year's school days were missed. This averages out to about 30 days out of the school year or 5 full weeks.

Almost half of the subjects (45.1%) were failing their school courses and almost 3/4 (70.6%) were barely passing or worse.

In Summary/Discussion, n= 104, 43% were reading 2 or more years behind grade level, 70% were receiving barely passing grades or worse, 23% were enrolled in special edducation. classes, 45% had been held back one or more grades and 55% had been formally suspended from school one or more times, up to a maixi-mum of 20 suspensions. Some have talked about about the young person's involvement or participation in school and school-related activities as crucial. Some youngsters may be predisposed to

ed activities as crucial. Some youngsters may be predisposed to nonparticipation and noninvolvement in school from the earliest grades, thus increasing the chances of delinquency.

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Article Summary

Intellect, October, 1973, 27-28

Cranston, Alan (U.S. Senator)

The Congressional campaign against crime in the schools

Article begins by citing the severe crises in vandalism/assault within the schools. A study done by the Senate Subcommittee on Juvenile Delinquency found that there were 25 reports of assaults on teachers in 1964. In 1968 there were 1801 reports of assaults on teachers.

There is little information available on effective school crime programs and techniques in use. There is little communication between district and programs as to what works and what does not.

With Sen. Edward Gurney (Fla) trying to initiate a Safe School bill (S. 485). The legislation sets three goals:

a) to develop an accurate data base to ascertain the full impact

of the crime prblems and pinpoint areas where the problem is most prevalent

b) to adopt a unified, national approach to the development of programs and techniques to reduce school crime

c) to set up Federal machinery to assist local school districts in implementing programs best suited to the particular needs of their districts.

This bill is an outline and needs to be shaped in the coming months.

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Article Summary

Journal of the American Academy of Child Adolescent Psychiatry

Vol. 28, May, 1989, 431-6

Lewis, Dorothy Otnow, M.D.; Lovely, Richard, Ph.D.;

Yeager, Catherine, M.A.; and Della Femina, Donna, M.A.

Toward a theory of the genesis of violence:

a follow-up study of delinquents

Violence in childhood is associated with later violence. However, early aggression can only predict adult violence; it has no implications for understanding its causes, treatment, or prevention. Nearly all very violent adults appear to have been violent as juveniles, however not all violent juveniles become

violent adults.

Purpose of the study is two fold: 1) a 7-year follow-up of incarcerated juveniles; 2) test hyp. that a constellation of certain kinds of neuropsychiatric vulnerabilities, interacting with violent, abusive family environments, predicts adult violence better than does early violence alone.

There have been few follow-up studies of aggressive children/adolescents and even fewer studies that consider issues other than previous antisocial behaviors, for purposes of prediction.

Sample: n=95; Subjects: 37% white; 41% black; 21% Hispanic; 1% Oriental. At follow-up ages ranged from 19.9 years to 25.2 years. Original study took place in the late 70's. Of the 95 follow-up subjects, 77 were classified very violent and 18 less violent.

Evaluation was done on several levels; psychiatric and neurological evaluation; psychoeducational Testing (WISC, Rorschach and Bender-Gestalt Test); abuse and family violence (child was considered abused if punched, beaten with a stick, board, pipe or belt buckle or beaten with a belt or switch other than on the buttocks; or if deliberately cut, burned or thrown down stairs or across a room; family was considered abusive if parents or other close family members has assaulted each other physically

(episodic psychotic symptoms; neurological/limbic dysfunction; cognitive impairment, as measured by a reading ability of three or more years below that expected for age and intelligence and either an inability to subtract serial 7s or recall four digits backward; IQ alone was not used because it did not distinguish between more and less violent groups significantly in the original study.

Findings: of the 95 subjects, 60% (n-57) had both been abused and had witnessed extraordinary family violence. Subjects had committed crimes of murder, sexual assault, kidnapping and robbery. Of those classified seriously violent as juveniles, 77% had an adult arrest record for aggressive offenses, but so did 61% of the those not classified seriously violent as juveniles. Thus, early violence per se did not distinguish well those who would become violent adults from those who would not.

The data suggest that combinations of intrinsic vulnerabilities and environmental stressors together, present in adolescence, and probably before then, help to explain which delinquents will go on to commit crimes of violent adults. Delinquent children with combinations of psychiatric, neurological and cognitive vulnerabilities are at somewhat greater risk of continuing violence than their more intact counterparts.

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Article Summary

The Times Supplement, 11/4/88

Nash, Ian

Rebels can be the most skillful peacemakers

The sort of pupil "who gets suspended for smoking or skiving" often makes the ideal mediator in conciliation methods which have been tried and tested in the United States and Northern Ireland. The Forum for Initiatives in Reparation and Mediation, FIRM, sponsored a conference to look into this as a result of Lord Elton's inquiry into in-discipline in schools.

Reports of rising in-discipline and attacks on teachers have created a backlash among opponents of the abolition of corporal punishment.

With these initiatives, anyone, pupil or teacher, who spots trouble can refer the dispute to the mediation room where a well-liked and trusted pupil or member of staff takes the disputants or combatants through the conciliation process. Heads say that schools with this mediation scheme have lower suspension rates for fighting, lower drop-out and truancy rates and an improved school climate.

Mr. Tony Marshall, director of FIRM, said, "Schools tend not

to be organized to cope with conflict. It is something many would rather ignore until it becomes too great to handle and then they react with draconian measures that amount to pouring oil on the fire. Conflict, however, is only destructive when it is handled badly. Learning how to express disagreement in a constructive way should be the basis of life in a democratic society."

Quakers, Sue Bowers and Linda Wells, have run workshops for 20 schools where teachers experience through role-play the effects of powerlessness in conflict. It has helped the teachers to better understand their pupils. They are now designing a "conflict resolution" module for the teacher training course at Kingston Polytechnic where they hope to set up a conciliation training center for people not only from schools but social work and industry as well.

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Article Summary

Saturday Review, August 16, 1969, p. 39

Editorial

The ultimate in opportunity

U.S. District Court Judge James B. Parsons sentenced five Blacks in a mail fraud case, but used the opportunity to talk of the difference in educational opportunity between whites and

Blacks. Parsons said the five Blacks were unable,"as a result of their impoverished backgrounds, inadequate educations, and uncultivated talents, to compete successfully in committing 'slick white man's crimes.'"

Parsons, a Black judge on the bench for eight years, said it was "'especially stupid' for Blacks to try their hand at crimes where the white man has superior knowledge and where the black man, because of his educational and cultural limitations, is almost inevitably bound to fail." He called to attention the men's "lack of sophistication in weighing the potential gain against the prospective price they would have to pay for getting caught. The men realized an estimated $150,000 from their mail fraud scheme, but that amount had been divided among 11 accomplices. Many whites get away with crimes because they are highly skilled in areas that are completely alien to Blacks.

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Article Summary

Adolescence, Vol. XXIII, No. 91, Fall, 1988, 629-642

LeFlore, Larry

Delinquent youths and family

This study investigated the relationship of several demographic variables, family and family environment in looking at

the relationship between family and delinquent behavior.

Not enough studies have provided information on how juvenile delinquents perceive their family environment or the relationship of their perceptions to delinquent behavior. Not enough studies provide information about the repetitive/serious juvenile delinquent.

Family structure variables such as broken home, mother employment, sibling rank, and household size, and family functioning variables such as parental affection/acceptance versus rejection, family relationships, parental supervision/discipline and family deviance/disorganization have been found to correlate with delinquent behavior. However, two areas of concern: 1) less definitive conclusions by researchers lately regarding these relationships; 2) the type of broken home may be more important in explaining specific types of delinquent behavior.

n = 198; 68 delinquents/ 130 non-delinquents. Looked at repeat offenders. Avg. age = 15.4 year; low SES families. Age and SES used to match the two groups. Two questionnaires were administered: 1) demographic data, etc.; 2) FES (Family Environment Scale), which measures/describes interpersonal relationships among family members, direction of personal growth in the family and organizational structure of the family.

Basic findings:

1) the non-delinquent group has a more positive perception of

the family's moral-religious emphasis

2) non-delinquents perceive their families as more achievement oriented

3) non-delinquents perceive their families as more active-recreational oriented

4) delinquent group perceives their families as less cohesive and less expressive

5) delinquent group had significantly more siblings; in more cases they were the middle youth; were more likely to be male; were significantly more likely to be Black

6) personal growth variable best discriminator between official delinquents and non-delinquents

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Article Summary

Adolescence, Vol. XXIII, No. 92, Winter, 1988, 889-895

Grande, Carolyn Gerlock

Educational therapy for the failing and frustrated student offender

Some stats:

1) Children, aged 10-17 commit half of all serious crimes in the U.S.

2) The NEA reported that 110,000 (or 1 in 20) teachers were assaulted by students

3) 74-98% of all school offenses are committed by students enrolled in that particular school

4) approximately 42% of the population of juvenile correctional institutions are comprised of handicapped children (as defined by PL 94-142); highest incidence among the emotionally disturbed.

Tauber (1982) said two major problems face educators today, 1) selection of a classroom management system improving discipline and 2) the need to development skills in implementing the system. Other studies cited and discussed (Glasser, 1972 and B.F. Skinner).

Children need successful experiences to learn. Various research approaches discussed. Of special note, Richards (1981) stated that if reading continues to be viewed as an objective and not as a method, the reading disabled student may lag farther and farther behind his reading peers. There are those who contend that education of students may be implemented using instructional methods other than reading. Many researchers currently examining the relationship between reading disability and juvenile delinquency.

Fine (1982) estimated that approximately 300 out of 1,000 high school students may need psychological help. Counseling and support services are crucial. Unsuccessful students suffer from low self-esteem. Academic success groups, modeled after Alcoholics Anonymous (Waters, 1983) have been found effective. The basic assumption is that strength is gained from members whose

problems are similar in nature and who have been successful in coping with the problems.

Multiple intervention approaches by a single practitioner (Massimo and Shore, 1963) states "the comprehensive psychotherapeutic approach will lead to positive changes in ego functioning evidenced by changes in the areas of academic learning, personality attitudes and overt behavior (p. 636)."

Within the correctional setting, counseling may be offered daily by custody officers, case managers, educators and administrators. Perhaps most important is role modeling by staff during the course of incarceration.

Alternative educational programming should provide successful school experiences, sensitivity to LD (multidisciplinary approach to screening and treatment). The Phoenix Program (details not described) in Akron, Ohio is returning more than 90% of he delinquent students to public schools. The design focuses on academic, social and vocational skill attainment.

Programs can be effective in increasing self-concept, reducing delinquent behavior and increasing basic academic skills.

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Article Summary

The Journal of Educational Research, 1970, Vol. 64, No. 2,68-72

Raygor, Betty Ruth

Mental ability, school achievement, and language arts achievement in the prediction of delinquency

A sample of 100 delinquent and non-delinquent ninth grade delinquent boys and girls were compared in high school rank, language arts achievement and general ability in Minnesota. The MMPI has three scales which have been found to increase prediction of delinquency -- Scale 4 (Psychopathic deviate); Scale 8 (Schizophrenia) and Scale 9 (Hypomania).

General findings were that the non-delinquent youth in both random and "disturbed" groups had a significantly higher high school rank than any of the delinquent groups. There are no significant differences between delinquent and non-delinquents in ability as measured by the ACE (American Council on Education Psychological Examination). On the Cooperative English Test there were no significant differences for boys but there were for girls. Significant differences were found, favoring the non-delinquent, for both boys and girls on High School Rank, ACE and Cooperative English Test with the exception of the Cooperative English test for boys. It appears that the "disturbed" delinquent and the "disturbed" non-delinquent have comparable ability and in the case of girls have comparable language arts achievement and general school achievement. There is a negative relationship between delinquency and High School Rank. Even among

delinquents who remain in high school during the eleventh grade there is a negative relationship between delinquency and High School Rank.

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